

AN EXAMINATION OF THE
APPOINTMENT PROCEDURE OF
THE NEW ZEALAND POLICE

A thesis submitted in partial fulfillment
of the requirements for the Degree

of

Master of Arts in Psychology

in the

University of Canterbury

by

John Denis Declan Reilly

University of Canterbury

1994

DISCLAIMER

Points of view or opinions stated in this document are those of the author and do not necessarily represent the official position or policies of the New Zealand Police.

CONTENTS

CHAPTER	PAGE
ABSTRACT	1
I BACKGROUND TO THE RESEARCH PROBLEM	
i General Introduction	3
ii The Research Problem	4
iii The Appointment Procedure	5
iv The Review Procedure	8
II THEORY AND RESEARCH	
i Theories of Justice	13
a Outcome Justice	13
b Procedural Justice	15
ii Social Cognitive Theory	22
iii Job Attitudes	27
iv Applying Procedural Justice and Social Cognitive Notions to job attitudes in the Police	30
v Objectives and Plan of Study	32
III METHOD	
Pt I Perceived determinants of procedural fairness: content analysis of review reports	34
Pt II Self-Efficacy and Job Attitudes: Questionnaire	43
IV RESULTS	
Pt I Content Analysis	52
Pt II Questionnaire	61
V DISCUSSION	
i Social Cognitive Theory	68
a Predicting Self-Efficacy	69
b Predicting Job Attitudes	71

ii	Procedural Justice	73
iii	Methodological Issues	
a	Quantitative Research	76
b	Qualitative Research	79
iv	Justice and Social Exchange	80
v	Implications for the Police	82
APPENDICES		
A	Development of Fairness Statements	88
B	Questionnaire and Covering Letter	102
C	Sample Position Description and Person Specification.	120
D	Police General Instructions relating to Appointments	127
E	Merit and Interview Criteria	138
F	Sample Applicant Evaluation	141
G	Applicant Evaluation Form	143
ACKNOWLEDGEMENTS		145
REFERENCES		147

LIST OF TABLES AND FIGURES

TABLE		PAGE
1	Results of co-rater's checks on grounds for review.	39
2	Additional statements giving grounds for review and the fairness classification developed.	41
3	Match of fairness statements to Leventhal's (1980) six justice rules.	57
4	Examples of Quotation Classifications by Justice Rule and Descriptive Features of Justice Rule.	59
5	Means, Standard Deviations and Cronbach's α for variables.	63
6	Intercorrelation Matrix.	63
7	Multiple Regression analyses using Past Performance, Procedure Satisfaction and Procedure Fairness as predictors of Self-Efficacy; and Past Performance and Procedure Fairness as predictors of Procedure Satisfaction.	64
8	Multiple Regression analyses using Self-Efficacy, Past Performance, Procedure Fairness and Procedure Satisfaction as predictors of Organisational Commitment and Job Satisfaction.	66
 FIGURE		 PAGE
1	Path analysis of causal structures - Social Cognitive Theory (Bandura, 1989).	26
2	Number of fairness statements.	55
3	Percentage of statements following Leventhal's (1980) rules of procedural justice.	58
4	Structure showing manner in which variables were predicted.	67

ABSTRACT

This project examined the procedure used by the New Zealand Police to appoint employees to vacancies within the organisation. Two studies were undertaken which were concerned with the perceived fairness of the appointment procedures used by this police organisation. The first study used Levanthal's (1980) theory of procedural justice to analyse the reasons given by candidates for vacancies, who had been unsuccessful in gaining the position for which they had applied and who had then made use of a review process to examine the procedure by which the vacancy had been filled. A content analysis revealed that the rules of *consistency* and *accuracy* accounted for 81.8% of all the reasons stated. The analysis further revealed that candidates applied all six of Leventhal's (1980) fairness criteria in their evaluation of the appointment procedure.

The second study applied Social Cognitive Theory (Bandura, 1989a; 1989b) to examining the effect of perceived *procedural fairness* on unsuccessful candidates' *self-efficacy* and *job attitudes* related to their work. Two hypotheses were derived from social cognitive theory; (1) that police employees self-appraisal of *past performance*, their perceptions of the fairness of the appointment procedure (*procedure fairness*) and their satisfaction with the appointment procedure (*procedure satisfaction*) would predict their *self-efficacy*; and (2) that police employees *self-efficacy*, perception of *past performance*, satisfaction with the appointment procedure (*procedure satisfaction*) and perceptions of fairness of the appointment procedure (*procedure fairness*) would predict their job attitudes of

organisational commitment, job satisfaction and job involvement. Results primarily supported both hypotheses. *Procedural fairness* was predictive of *self-efficacy* and *procedural satisfaction*, both of which in turn predicted police employees' *organisational commitment* and *job satisfaction*. The results of both parts of the study are discussed in terms of theories of procedural justice and social cognitive theory. Implications for the police in the way in which the appointment procedure is designed and operates are discussed.

CHAPTER I

THE RESEARCH PROBLEM

General Introduction

People care about justice and fairness in all sorts of settings as a cursory review of any newspaper or popular magazine will indicate. The settings vary. Predictably, perhaps, the legal setting features often (Lind & Tyler, 1988; Lind, Kintz, Musante, Walker and Thibaut, 1980) but this concern occurs often enough in such other environments as the political (Rasinski, Tyler & Fridkin, 1985) and personal interactions (Barrett-Howard & Tyler, 1986). Empirical research, as identified numerous areas of similar concern in the organisational context, including promotion practices (McEnrue, 1989), allocation of rewards (Folger and Konowsky, 1989; Greenberg, 1987; Sweeney & McFarlin, 1993), selection practices (Singer, 1992) and performance appraisals (Greenberg, 1986, 1987).

While there is a substantial literature on issues related to fairness and justice in general, there is a dearth of research examining the specific importance of these concerns to police officers. It is reasonable to infer that justice and fairness feature prominently in the way police officers are motivated and the way they view the world. The nature of police work is such that police staff are regularly confronted with issues related to these concerns. It is an integral feature of their work and they play a central role in the criminal justice system.

If justice concerns are pervasive in society generally, they are even more significant in relation to police officers. Research on police officers has shown that, as a group, they are more conservative than other professional groups in society (Fielding & Fielding, 1991; Lefkowitz, 1975). A number of studies (Bennett, 1984; Butler & Cochrane, 1977; Teahan, Adams & Podany, 1980) have identified this conservatism in terms of their values, as measured by the Rokeach Value Survey (Rokeach, 1971). Other studies have shown that police officers have greater commitment to the ethics of social responsibility (Carlson & Sutton, 1975), and are motivated to take up police work by social service considerations (Lefkowitz, 1975). Characteristics such as these have an effect on the way police officers perform their duties. This has implications for wider issues in respect to social policy and for the way that police officers view their work and their relationship with their employing organisation.

Thus, police officers' perceptions of justice and fairness have implications for society in terms of how police officers are socialised into their jobs and the way their values are expressed through the enforcement of the law (Bennett, 1984; Zedeck, Middlestadt & Hayes, 1981). It seems plausible to conclude that these perceptions are equally as important for police organisations and the way they function.

The Research Problem

The New Zealand Police is an organisation of (approximately) 7,000 sworn officers and 1,500 non-sworn support staff. In recent years in

the Police there has been both debate and concern over the way in which staff are appointed to vacancies within the police. The concern arose in relation to the process by which staff are appointed to positions, including promotion. This has included concern over the appeal procedure which allows unsuccessful applicants for a position to have a "review" conducted into the processes by which the position was filled. The argument often heard was that the review procedure was slowing up appointments to the extent that delays in getting people into positions were operationally and administratively unreasonable.

The Appointment Procedure

There is a general procedure followed by the police to appoint people, both sworn and non-sworn, to vacancies and positions within the police, other than by recruiting people from outside the organisation,¹ and the following description explains the procedure that was followed during a three year period prior to October 1993. The reasons for limiting explanation to this period will become clear in the following discussion. Firstly, the vacancy was identified and then advertised, most often internally, but occasionally to the general public as well. The position may have been advertised in a bulletin distributed nationally to each individual within the police, both sworn and non-sworn (a magazine-type bulletin known as *The Ten-One*), or it may have been advertised on local information bulletins only. The essential difference is that nationally advertised vacancies attract a

¹There are exceptions, but these are not relevant to this discussion and do not detract from the general procedure.

refund of expenses associated with any move to take up the position; no expenses are payable in relation to vacancies advertised at a local level. A Position Description and Person Specification are available for each vacancy. An example of a typical Position Description and Person Specification is attached at Appendix C.

Interested applicants then apply for the position. The procedure prior to October 1993 required only that an application on an approved document be completed, although most applicants also submitted a curriculum vitae and some also prepared detailed submissions based on the requirements of the Person Specification and Position Description.

In the Police District or Region within which the vacancy was to be filled a *selection panel* was appointed to read and review all the applications and prepare a recommendation which would be forwarded to the person authorised to make the appointment. *Selection panel* composition was at the discretion of the officer in charge of the police district or region, but would generally include the immediate supervisor of the position to be filled and two other representatives. The composition of the panels was modified over this three year period as a result of subsequent reviews². The *selection panel* members read the files which included the documentation forwarded by the applicant as well as the most recent Performance Appraisal document. The *selection panel* was required to make a recommendation based on merit and, to this end, were guided by a set of criteria contained in police General Instructions (Appendix E). If the selection panel believed that they were unable to

²A description of the review procedure follows.

sufficiently differentiate the applicants based on the submissions in front of them they had an option to conduct interviews. The criteria for conducting interviews were also laid out in police General Instructions (Appendix E).

The *selection panel* then made recommendations to the person charged with making the appointment. The authority to make appointments is delegated by the Commissioner of Police to a wide range of officers within the police. Only appointments to most senior positions are reserved to the Commissioner personally. The recommendation of the *selection panel* was generally adopted. The successful applicant was notified and the appointment was then published, either in the *Ten-One* or, if a local vacancy, in the local information bulletin. This allowed unsuccessful applicants, if they desired, to submit notification, within 14 days, of an intention to review the appointment. Not all appointments were reviewable. Those excluded generally fell into a group of local vacancies that did not involve promotions or transfers.

This procedure was modified in October 1993. Prior to that date numerically based systems for evaluating candidates were discouraged by Annex Two of police General Instruction A70 and A159 (Appendix E, para. 10). Since that date, Person Specifications have a weighting score allocated to each of the identified criteria and a procedure has been promulgated whereby each applicant is allocated a score between 1 and 5 in relation to each of the criteria (Appendix F³). In addition, applicants are now required to submit a

³Note the match between the numbered criteria under 'Knowledge/Experience/Skills' of the Position Requirements in the Person

document in which they address each of the criteria in the Person Specification in relation to their own experience on each criterion. The effect of this is that successful applicants are now identified by a score - a quantification of their abilities.

The Review Procedure

Before addressing the review procedure, which has been in place since October 1990, it is probably helpful to explain what preceded it. Prior to October 1990 a judicial body, the *Police Appeal Board*, had been created pursuant to the Police Act 1958. Candidates for positions who believed they were unfairly treated were able to take their case to the Police Appeal Board which functioned in a similar way to a Magistrate's, or District, Court. Full legal representation was available to the parties. The *Police Appeal Board* looked at each appointment *de novo*. It was able to, and often did, come to a different conclusion on the merits of the applicants for positions and this effectively resulted in the Board being able to alter the appointment.

The Police Amendment Act 1989 changed this. Instead of a body appointed by statute to deal with reviews, the Amendment Act stipulates that "the Commissioner shall establish, after consultation with the State Services Commission, *a procedure* (writer's emphasis) for reviewing appointments made ..." The Commissioner therefore established a review procedure which was promulgated pursuant to

police General Instructions (see Appendix D, General Instructions A76 - A79). It is to be noted that these Instructions set up two slightly different procedures depending on whether or not the appointment arose out of a nationally advertised vacancy or a locally advertised vacancy. For a nationally advertised vacancy an *Appointments Review Committee* is established. Normally this committee is chaired by a retired District Court Judge and comprises the Chair, a representative of the Commissioner and a representative from the Service Organisation of which the person seeking the review is a member. For local appointments a Reviewing Officer, normally a Commissioned Officer⁴, is appointed to review the procedure. Reviewing Officers are guided by decisions of the *Review Committee*. Accordingly, for ease of reference, only the *Review Committee* will be referred to.

From the outset the *Appointment Review Committee* adopted a position that it was a different body to the former *Appeal Board*, with different functions and rules of operating. It was emphatic that it did not reach its own judgements on the merits of competing candidates. An early decision is quoted in Mansell v. Commissioner of Police (1993):

"... The amendments made to the Police Act in 1989 appear to us on their wording to be designed to ensure that the Commissioner operate a personnel policy which is consistent with that applied by the Chief Executives of other Government Departments under the State Sector Act 1988. The general intent of the changes in the State Sector legislation was to

⁴members of the police of the rank of Inspector or above.

ensure that, provided that their personnel policy is in accordance with the principles laid down in the Act, Chief Executives should have greater flexibility in appointments and promotions than was the case under the previous State Sector Legislation ...

This interpretation of the wording of the legislation is given added force if a comparison is made between the procedures applying to the old Police Appeal Board and those under which this Committee is operating. The previous Board was required under the legislation to "hear and determine" the appeal and, if it allowed the appeal, to appoint the applicant to the rank to which it related. ... In contrast, although this Committee can determine its own procedure, it does not have the power to summon witnesses or to make a final determination on the matter of the appointments."

The *Committee* went on to say, quoting an earlier decision (as quoted in Mansell [*supra*])

"We see our duty (and it is emphasised by the use of the word "review" in the title of the Committee) as being to scrutinise the manner in which the selection process was undertaken."

Thus, the *Committee* emphasised its role as being one of reviewing procedure and not outcome⁵. The Committee promulgated this view

⁵Since October 1993, the *Committee* has been required to address not only procedure but also the relative merits of the candidates for the vacancy. In Mansell (1993), Mr Justice McGechan recorded:

of its function in its early decisions but unsuccessful candidates continued to disagree with decisions regarding appointments, i.e. outcomes. Unsuccessful applicants continued to challenge appointments. In fact, the change in procedure made it easier. The former Appeal Board operated like a court with the attendant costs and legal expenses. The *Review Committee*, in determining not to hear evidence or call witnesses heard only from the person who was seeking the review and one representative from the police, normally the person who chaired the selection panel.

As reviews were initiated a view gathered currency with the police that the appointment process was becoming bogged down; that vacancies were not being filled because appointments were being met by a number of applications for review; that the appointment procedure, prior to announcement of the recommended candidate, was itself taking too long and that this was compounded by the review procedure which also took even longer. Dissatisfaction with the appointment process was expressed in various ways. At one meeting which the author attended, a member of senior police management promoted a proposal which would have required that review applicants lodge a substantial deposit (\$300 was suggested) which would be refundable only if the subsequent review was successful. At the same meeting a senior executive member of the police expressed the view that the reason police officers initiated reviews was because their training gave them a working knowledge

... "Merits" means the question in dispute. Very plainly the Review Committee is expected to reach its own separate judgement on the merits of the case on which applicant is best suited for the position - and to recommend. (p. 15)

of legal processes and that they were using this knowledge to "challenge the system".

Perceptions such as these may have been more imagined than real. During the years 1990, 1991, 1992 and 1993 the number of positions which were advertised nation-wide was 2403⁶. These figures include both sworn and non-sworn positions and are drawn from the *Police Gazette* for 1990 and the *Ten-One* for the subsequent years. At the time the research was conducted (December 1993) a total of 165 reviews had been completed. Only slightly more than this would have been lodged. Nevertheless, the number of challenges does suggest a degree of dissatisfaction with the process. Some would take it as the "tip of the iceberg" and indicative of a more deep-seated dissatisfaction.

Thus, that there was a problem with the appointment process was widely recognised, although to ascribe the reason challenges were being made to a form of perversity is to adopt a view for which there is no current empirical psychological support. The present thesis addresses these problems. Specifically it seeks answers to these two questions; (a) what issues of justice and fairness underlie the problem, and (b) if there is a level of dissatisfaction amongst some affected personnel, how does this affect the perceptions and attitudes, and, consequently, the behaviours, of these people?

⁶1990 - 613, 1991 - 488, 1992 - 560, 1993 - 742.

CHAPTER II

THEORY AND RESEARCH

Theories of Justice

There has been an increasing interest in justice issues and the rôle of justice in organisations in recent times. In a comprehensive review Greenberg (1987a) has categorised theory development and research in this area along two dimensions; a content - process dimension and a reactive - proactive dimension. Content theories of justice focus on social relationships and examine the ends that are achieved. In organisations, pay, recognition, promotions, advancement and rewards are examples. Process theories are concerned with how outcomes such as those listed are determined.

On the other dimension, reactive theories of justice focus on the ways in which people avoid or overcome perceived injustice. Proactive theories examine behaviours that are designed to promote justice in either process or outcome, or both.

Outcome Justice.

Early justice theories such as equity theory (Adams, 1963, 1965) proposed that perceived equity or inequity occurs when a person compares his or her work outcome/input ratio to what is perceived to be the ratio of another person or persons. The comparison "other" need not be an individual; it may be an abstraction based on a broad

class of persons seen to be relevant for comparison purposes. Thus, equity is a ratio; it is not essential that the outcomes or inputs be equal. In a recent review, O'Reilly (1991) points out that evidence for the general validity of equity theory continues to accumulate. For example, in a field study, Greenberg (1988) manipulated the relocation of insurance company employees to offices of higher or lower status for a brief period while their own offices were being refurbished. Consistent with equity theory, relative to those workers assigned to equal status offices, those reassigned to higher status offices raised their performance (a response to overpayment inequity) and those assigned to lower status offices lowered their performance (a response to underpayment inequity). Furthermore, the size of these performance changes was directly related to the magnitude of the status inconsistencies encountered. That is, workers assigned to offices two steps above their normal status increased their productivity proportionally greater than those assigned to offices only one step above their normal status. The reverse was true for those in the under-rewarded condition.

Equity theory is an example of a reactive-content theory. This is because behaviours are postulated to occur as a result of equity or, more commonly, inequity. An interesting prediction of equity theory is that even those who benefit from inequity will feel distress and will act to restore it in one way or another. However, the threshold for perceiving over-rewardedness is higher than that for under-rewardedness. This effect has been found in research in other justice theories and will be identified later in this discussion.

The theory of relative deprivation (Crosby, 1976, 1984) is also a reactive - content theory. It asserts that certain reward distribution patterns will encourage people to make certain social comparisons that will lead to feelings of deprivation and resentment. In the context of pay equity, working women in highly paid jobs develop feelings of dissatisfaction and feelings of aggrievement because they compare themselves with working men, in relation to whom they are relatively disadvantaged, rather than comparing themselves to other working women, in relation to whom they are relatively advantaged (Crosby, 1982).

In contrast to reactive - content theories which focus on how workers respond to fair and unfair outcome distributions, proactive content theories focus on how workers attempt to create fair outcome distributions. Leventhal (1976) contends an almost altruistic situation whereby people will proactively strive to gain equitable distributions of rewards on the basis that in the long run, this will be beneficial to everyone. For example, in situations where group cohesiveness and harmony is important, distribution of rewards is best based on equality rather than equity. Dividing rewards succeeds only in dividing the group (Deutsch, 1985; Lerner, 1977).

Procedural Justice.

The second major approach taken by justice theorists falls within those dimensions that address justice not from the perspective of outcomes but from the processes that lead to outcomes. Theories in this dimension emphasise fairness of procedures used to make

distributive decisions. Thibaut and Walker (1975) first referred to the concept of procedural justice to refer to social psychological consequences of procedural variations with particular emphasis on procedural effects on fairness judgements. A connection is posited between process and justice which allows a focus on procedure *per se*. Their work focused on dispute resolution procedures in particular but many of the prescriptions and explanations it offers sheds light on the working of social decision-making procedures in other contexts (Lind & Tyler, 1988). Thibaut and Walker proposed that disputes over the distribution of outcomes are best resolved when distributions meet societal definitions of fairness. In this regard the procedures that are used to resolve disputes should promote equitable distributions in terms of societal standards.

This proposal has a certain credibility to it. However, in adopting this position, issues of procedure are important and relevant only in so far as they provide a means to an end. Procedure is not the focus of attention of itself. Subsequent research (Tyler, 1990) has shown that procedural fairness is a major cause of distributive fairness, rather than the reverse, and process control (i.e., the ability of individuals within the system to exercise some control of their own rather than having the development of the decision in the hands of others) enhances procedural fairness because it promotes expression. Whether or not it promotes fairer outcomes is less important¹. Tyler's (1990) research produced robust findings that high levels of perceived procedural justice lead to more favourable evaluations of the performance of legal institutions, including the police.

¹ For a thorough review see Lind & Tyler (1988).

Significantly, violations of procedural expectations "influence judgements of procedural justice more strongly than they influence judgements of distributive justice" (p. 97).

The development of theories of procedural justice all occurred in a legal context². Levanthal (1980) posits that procedural justice, as a concept, is an important determinant of perceived fairness in the context of almost any allocation decision. He proposes that there are two major factors in the establishment of procedures utilised in the allocative process. The first is that individuals involved in the allocation process, both the decision makers and those who stand to benefit, employ cognitive maps of procedural components in the process. The second is that the individuals apply a set of implicit standards or rules to the components to determine whether or not they are fair.

Levanthal defines these rules as (1) *the consistency rule*, which dictates that allocative procedures should be consistent across parties and over time; (2) *the bias suppression rule* which dictates that personal self interest and blind allegiance to narrow preconceptions should be prevented at all points in the allocative process; (3) *the accuracy rule*, which dictates that it is necessary to base the allocative process on as much good information and informed opinion as possible; (4) *the correctability rule*, which dictates that opportunities must exist to modify and reverse decisions made at various points in the allocative process; (5) *the representativeness rule*, which dictates that all phases of the

² This is no surprise. Procedures used in all sorts of social settings provoke psychological responses but in few areas of human activity is there as much emphasis on process and procedure as there is in legal matters.

allocative process must reflect basic concerns, values and outlook of important sub-groups in the population of individuals affected by the allocative process; and (6) *the ethicality rule*, which dictates that allocative proceedings must be compatible with the fundamental moral and ethical values accepted by that individual.

This theory differs from that of Thibaut and Walker (1975) in that it moves beyond issues of control and offers criteria unrelated to control as potential bases for evaluating the justice of a procedure. It overlaps in the area of representation which is the degree to which affected parties should have process and decision control at various stages of the decision making.

The final class of theories in the taxonomy are those within the proactive - process dimension. Allocation preference theory (Leventhal, Kanuza & Fry, 1980) asserts that allocation procedures will be preferred to the extent that they help the allocator gain valued goals, including the attainment of justice. Importantly, it proposes that people hold expectations that certain procedures will be differentially instrumental in meeting their goals and that they will prefer the procedure most likely to help them attain the desired goals.

Theories of procedural justice have obvious application in relation to the problem identified in Chapter I. In particular, the six rules proposed by Leventhal can be used to test the extent to which procedures employed by the police to appoint people to vacancies comply with established concepts of what constitutes fair procedures.

Previous research in this area has examined the importance that people affected by decisions place on the respective criteria. Consistency has been shown to be the major criterion used to assess procedural justice (Barrett-Howard & Tyler, 1986; Greenberg, 1986), but other criteria - accuracy, bias suppression and representation - have all been shown to be important under varying conditions (Tyler, 1990).

The application of justice theories continues to receive attention in the literature, and empirical research continues to be reported on issues of both distributive and procedural justice as well as on issues of fairness generally. As a broadly defined concept in the organisational context, encompassing such concepts as trust, integrity, justice and respect, fairness makes a difference in respect to sickness, and accident and compensation costs (Sashkin & Williams, 1990); perceptions of fairness formed by employees influence organisational citizenship behaviour, job satisfaction and organisational commitment (Dubinsky & Levy, 1989; Moorman, Niehoff & Organ, 1993; Tansky, 1993); employees decisions to go to court and right organisational wrongs is primarily influenced by perceptions of fairness (Bies & Tyler, 1993); and the higher the prior commitment of individuals to an organisation the greater the change in that commitment in the face of perceived unfair decisions (Brockner & Tyler, 1992). Generally, people will behave altruistically toward organisations in which they work when they believe those organisations have treated them fairly (Greenberg, 1993).

Distributive justice effects have been shown on employees satisfaction in relation to pay (Headey, 1991; Folger & Konowsky, 1989; Konowsky, Folger & Cropanzano, 1987; McFarlin & Sweeney, 1992; Sweeney, 1990; Sweeney & McFarlin, 1993), in respect to managerial behaviours (Meindl, 1989) and to explain how interpersonal conflict pressures arise within organisations (Kabanoff, 1991).

However the general thrust of justice research in organisations has been either in respect to procedural justice or in differential effects of procedural and distributive justice. For example the study by Konovsky, Folger and Cropanzano (1987, above) also reported that while the effect on pay satisfaction was uniquely associated with distributive justice, organisational commitment was uniquely associated with perceptions of procedural justice. Similarly, the study by McFarlin & Sweeney (1992, above) found that distributive justice was a more important predictor of some personal outcomes (pay and job satisfaction) than procedural justice which was a more important predictor of organisational outcomes - organisation commitment and subordinate's evaluation of supervisor. Gilliland (1993) has produced a model in which both are important components in selection systems (for a thorough review of justice issues in selection systems see Singer, 1993) and both are important elements in performance evaluations (Greenberg, 1986).

Recent research into procedural justice has been in a wide variety of areas. In a review of performance appraisal systems, Stratton (1988) argues for the need for appeal mechanisms within organisations for employees who receive biased or inaccurate performance

evaluations. The success of an appeal mechanism, she points out, requires fairness and equity. As a determinant of organisational citizenship behaviour, Greenberg (1993) contends that procedural justice is relatively more important than distributive justice, a point taken up in a study by Gordon and Fryxell (1989) into voluntariness of association as a moderator of the importance of procedural and distributive justice. Their findings support Tyler's (1986) contention that procedural justice is a more important correlate of satisfaction with institutions under conditions of imposed organisational association. The contention that procedural justice counts more strongly in assessing commitment to organisations than distributive ideals is reinforced in a study by Tyler (1991). The results from interviews with employees concerning their reactions to their experiences with their supervisors suggest that a procedural justice strategy for managing conflict is viable in that the impact of experiences on commitment to the organisation is more strongly influenced by judgements of procedural fairness than by judgements of outcome favourability or outcome fairness. McEnrue (1989) has shown that procedural components contribute a significant increment in predicting promotion system fairness over and above the contribution of distributive variables.

Thus, empirical research has shown that perceptions of fairness have important organisational outcomes. One of the objectives of this study develops from the relevance of this research to the problem identified earlier. It is assumed that police employees challenge appointments on the basis of perceived fairness. They had been constrained in the manner in which they were able to mount their challenge by the *Review Committee* restricting itself to matters

of procedure. A question that arises from this is: in what way do perceptions of injustice affect those who hold such a belief, and what effects are there for the organisation?

Social Cognitive Theory.

According to social cognitive theory (Bandura, 1989a, 1989b, 1986), self-regulation of motivation and performance attainments is governed by several self-regulatory mechanisms operating in concert. The process of action construction is guided by cognitive representations of the structural rules of actions. These cognitively generated self-regulator mechanisms include affect self-evaluation, perceived self-efficacy and personal goal-setting. Perceived self-efficacy refers to beliefs in one's capabilities to mobilise the motivational cognitive resources and courses of action necessary to meet given situational demands. Self-beliefs of efficacy affect the challenges that are undertaken - the amount of effort expended on an endeavour, the level of perseverance in the face of difficulties, whether thinking patterns take self-aiding or self-impeding forms, and vulnerability to stress and depression. Among the different modes of altering self-beliefs of efficacy, performance experiences are especially influential (Wood & Bandura, 1989).

Social cognitive theory explains psycho-social functioning in terms of triadic reciprocal causation. Other theories have often explained human behaviour in terms of a one-sided determinism. In this model of reciprocal determinism, cognitive and other personal factors, behaviour and environmental events all operate as interacting

determinants that influence each other bi-directionally. Reciprocity does not mean that each determinant acts with equal strength nor that determinants operate contemporaneously. It takes time for a causal factor to exert its influence and to activate reciprocal influences (Wood & Bandura, 1989). Critically, social cognitive theory proposes that people are both products of their environment and are determined by it.

In respect to the cognitive component, three key elements are central; the use of mastery modelling in the development of people's cognitive, social and behavioural competencies, the way in which people use and develop beliefs about their capabilities so that they can use their talents effectively, and the use of goal systems to enhance their motivation.

Modeling has to do with the ability of people to learn and develop skills vicariously, by observing the behaviour of others and the consequences of it. Social cognitive theory also emphasises human capacities for self-direction and motivation. People seek self-satisfactions through fulfilling valued goals. Substandard performance reduces discontent and this in turn produces increased motivation. Thus, discrepancies between behaviour and personal standards generate self-reactive influences and these, in turn, serve both as guides and motivations for action designed to achieve desired results (Wood & Bandura, 1989). Self-generated activities are centred on causal processes. According to Bandura (1989) people make causal contributions to their own psychosocial functioning through mechanisms of personal agency. Among these, none is more central or pervasive than peoples beliefs (their perceived self-efficacy) about

their capabilities to exercise control over events that affect their lives.

Perceived self-efficacy concerns people's beliefs in their capabilities to mobilise the motivation, cognitive resources and courses of action needed to exercise control over events in their lives. Beliefs of self-efficacy influence how people think, feel and act.

Self-efficacy develops in four principle ways. It is proposed that the most effective way individuals develop a strong sense of self-efficacy is through mastery experiences. These are experiences whereby successful performance strengthens beliefs of capability. However, easy successes are not sufficient. For self-efficacy to be resilient, people must have experience of overcoming obstacles through perseverance.

A second way is through modeling which operates in two ways. Firstly, proficient models convey successful strategies to observers; secondly, models allow people to judge their own performance by comparing with others.

A third source of self-efficacy belief is through social persuasion. Realistic encouragement encourages greater exertion to be successful. Critically, successful motivation requires appropriate task allocation.

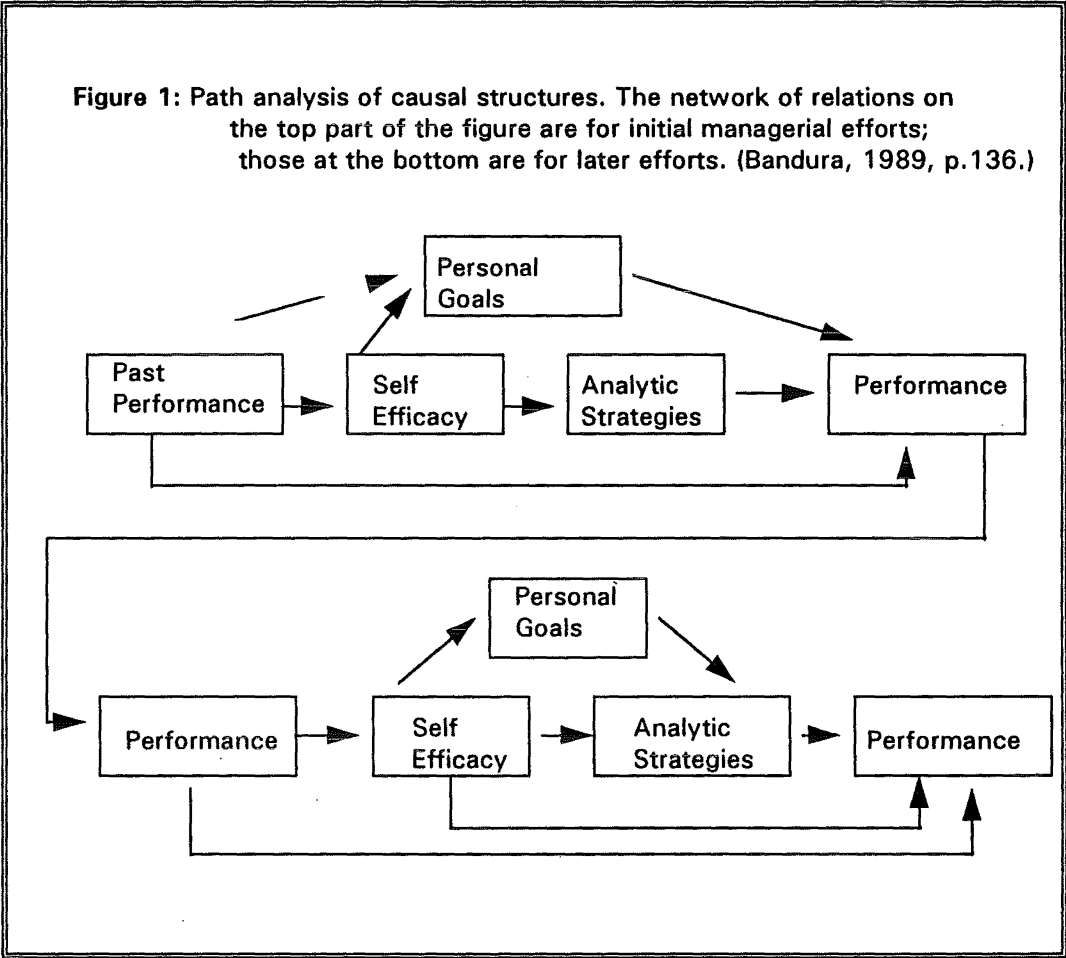
Finally, psychological states impart information relevant to performance assessment. Emotional tension is read as a sign of vulnerability to poor performance. (Wood & Bandura 1989).

In the organisational setting, beliefs in efficacy affect psychological well-being and performance in diverse ways. A recent meta-analysis (Sadri & Robertson, 1993), which examined the relationship between self-efficacy and work-related behaviours, supports the view that self-efficacy is related to both performance and behaviour choice, although the link with performance appears weaker in field studies than in laboratory simulations.

People tend to avoid activities and situation that they believe will exceed their ability to develop appropriate coping strategies, but they readily undertake challenging activities and pick social environments they judge themselves capable of managing. This has been demonstrated in diverse areas including career decision making (Betz & Hackett, 1981; Lent & Hackett, 1987; Mathieu, Sowa & Niles, 1993; Nevill & Schlecker, 1988; Taylor & Popma, 1990), the commitment to career choice (Coladarci, 1992), organisational performance in complex decision-making environments (Wood, Bandura & Bailey, 1990) and the impact of sales quotas on effort (Chowdhury, 1993). Self-efficacy also determines the level of people's motivation (Wood & Bandura, 1989), how much stress and depression they experience in threatening and taxing situations (Fretz, Kluge & Ossana, 1989; Ozer & Bandura, 1990) and correlates with a number of dimensions of burnout (Ursprung, 1986).

Path analysis has supported a postulated causal ordering (Bandura, 1986) that prior performance attainments influence self-efficacy and personal goals which, in turn, influence subsequent strategies and performance (Wood & Bandura, 1989). In a series of experiments,

business school graduates were presented with a computerised simulation involving complex managerial decision making. At several points during the simulation, both the manager's perceived self-efficacy and the goals they sought to achieve were assessed. Initially they relied heavily on their past performance in judging their efficacy and setting their personal goals. But as they began to form a self-schema concerning their efficacy through further experience, the performance system became powered more strongly and intricately by self-perceptions of self-efficacy. Figure 1 presents this causal ordering in graphic form.



Thus, the influences are bi-directional; performance both affects and is affected by self-efficacy. Furthermore, self-efficacy affects goal-setting and proficient analytic thinking.

In summary, self-efficacy is first shaped by perceptions of performance. Secondly, these perceptions of self-efficacy and past performance in turn jointly determine subsequent performance in terms of goals that are set, and the strategies that are implemented to achieve these goals.

Job Attitudes

The foregoing discussion has indicated that goal-setting is central to performance. Goal setting is the most widely researched and validated theory of work motivation (Wood & Bandura, 1989). After a certain level of performance has been attained in the work setting, certain consequences in the form of rewards or punishments may follow and these, in turn, produce affective reactions. However, there is no clear understanding of how work motivation and satisfaction with work are linked together. In a review of rewards and satisfaction, Locke & Latham (1990) argue that in addition to effects consistent with attribution theory and job characteristics theory, people measure their satisfaction in terms of equity. Employees who feel successful in relation to goals at work and who are rewarded equitably by the organisation for their high performance, will generally feel satisfied with their job as a whole. It has been indicated earlier in this discussion that while this is true, concerns in relation to procedural matters is more important in the work place than concerns over distributive justice.

What occurs as a result of an employee being either satisfied or dissatisfied? Industrial psychologists (e.g. Locke, 1984) view job satisfaction as a means to an end. Job dissatisfaction may produce reactions which are detrimental to the achievement of organisational goals. Job dissatisfaction does not have any direct or inevitable consequences. The lack of any correlation between job satisfaction and performance is well established. Rather, when job dissatisfaction occurs, it is simply an emotional state. What action is taken in response to this state depends on the individual. Estimates of the job situation and alternatives, personal capabilities and aspirations will be factors in this situation.

Recent empirical research into affective matters related to satisfaction has shown a number of organisational effects. Feelings of success have been shown to mediate behaviour between work performance and work related attitudes (Brown, Cron & Leigh, 1993); that low job satisfaction and job involvement lead to turnover (Lee, 1988); that amongst women in male dominated work environments low job satisfaction, job involvement and organisational commitment indicates a greater intention to leave (Rosin & Korabik, 1991) and that the actions of top managers are strongly related to employee job satisfaction and organisational commitment (Niehoff, Enz & Grover, 1990). One theoretical study (Shore, Newton & Thornton, 1990) indicates that organisational attitudes (e.g. organisational commitment) are more strongly linked to turnover intentions than are job attitudes (e.g. job satisfaction and job involvement) which are linked more closely to job performance

intentions, although this may vary amongst occupations and occupational classes (Shore & Martin, 1989).

Thus satisfied employees are more likely to stay on the job and indulge in citizenship behaviours while those who are dissatisfied are more likely to quit, absent themselves, initiate grievance³ procedures, put forth less effort and engage in substance abuse and illegal acts (Locke & Latham, 1990). Satisfaction also tends to be consistently and strongly related to subjective reports of organisational commitment (Lee & Mowday, 1987; Williams & Hazer, 1986). Since satisfaction promotes commitment, satisfied people will be more likely than dissatisfied people both to remain in the organisation and to indulge in organisationally desirable behaviours and accept new challenges. This in turn will produce high performance (Locke & Latham, 1990).

Similarly, job involvement is an important correlate of both desired and non-desired behaviours (Kanungo, 1981). It is both an end product of satisfying job experiences as well as a motivation to produce more effort at work (Robinowitz & Hall, 1977), although its correlation with organisational commitment and job satisfaction has not always been consistent (O'Driscoll, 1989).

³applications for review might be seen as a form of grievance.

Applying Procedural Justice and Social Cognitive notions to job attitudes in the police.

There is a common theme that has been developed in this discussion and it is that there is a motivational relationship to the effects of organisational environments and events in relation to both the organisation and the individuals within it. Justice research developed from equity theory. Equity in the distribution of rewards deals with motivational effects to the extent that individuals are motivated by perceptions of inequity in both proactive and reactive ways. Procedural justice issues have similar motivational effects in the way they modify perceptions of fairness and these perceptions have important organisational effects (Singer, 1993). A concern for issues of justice has been used to explain a successful leadership style and the way in which change is managed and achieved (Astin & Leland, 1991). Motivation in the workplace has been explained not only by social cognitive theory, but also by goal setting theory and expectancy theory. An integrative approach has been argued for by a number of researchers and writers (e.g. Bandura, 1989a, 1989b; Locke & Latham, 1990; McCaul, O'Neill & Glasgow, 1988). Empirical research designed to test this integration confirms that this approach is workable (Singer, Stacey & Lange, 1993). Thus perceptions of procedural justice and perceptions of self efficacy are both important in terms of motivational issues in an organisational context.

According to Bandura (1989), self-efficacy is the main determinant of peoples performance in social settings. Perceived self-efficacy "influence(s) performance both directly and through its strong effects on personal goal setting and proficient analytic thinking" (p.135).

Self-efficacy is predicted by the individual's past performance on a particular task. Within the context of careers in the police, past performance on tasks that individuals believe prepare them for positions or vacancies for which they apply, are determined, at least in part, by feedback. The experience of the appointment procedure provides some of that feedback. Other sources, such as performance appraisals, also contribute but, in relation to applying for vacancies, the appointment procedure provides powerful information that an individual will use, according to Bandura, to assess self-efficacy and to set personal goals (Figure 1). Theories of procedural justice posit that people also consider the fairness of procedure in assessing outcomes, or, in the context of social cognitive theory, performance and achievement. Thus, it is reasonable to enlarge the concept of past performance to include, in the context of the police appointment procedure, people's perceptions of the fairness of the procedure and the extent to which they are satisfied with it.

Perceptions of fairness and satisfaction with the procedure has been a major topic for discussion within the police whenever the appointment procedure has been raised and it is plausible to assume that this interest is reflected in people's job attitudes. Thus, in addition to perceptions of past performance, perceptions of the fairness of the appointment procedure and satisfaction with the appointment procedure will also predict self-efficacy. Social cognitive theory suggests that this, in turn, will predict job attitudes.

Objectives and Plan of Study

Based on the foregoing discussion, this study had two major objectives:

Objective 1.

The first objective was to test the extent to which Levanthal's (1980) rules had application to the appointment procedure used by the police in which employees were constrained within a procedural framework, and to determine which of the rules had the greatest importance, or weight, in that environment.

Objective 2.

Secondly, based on the literature on social cognitive theory the objective was to use a questionnaire designed to test the following hypotheses:

Hypothesis 1. Police employees self appraisal of *past performance*, perceived fairness of the appointment procedure (*procedure fairness*) and satisfaction with the appointment procedure (*procedure satisfaction*) would predict their *self-efficacy*;

Hypothesis 2. Police employees *self-efficacy*, perceptions of *past performance*, perceptions of fairness of the appointment procedure (*procedure fairness*) and satisfaction with the appointment procedure (*procedure*

satisfaction) would predict job attitudes of *organisational commitment, job satisfaction* and *job involvement*.

CHAPTER III

METHOD

PART I: Perceived Determinants of Procedural Fairness: Content Analysis of Review Reports.

Perceptions of fairness feature prominently in the motivation of police officers. These perceptions are important values. They act as a strong intrinsic motivator, not only in how police officers carry out their duties but also in the way that external influences act in their personal lives. Organisational influences need to be seen in this context. Police officers are driven by a strongly internalised perception of what constitutes fair treatment. Use of legal remedies by police officers is therefore a means of expressing and acting out values.

The review component of the appointment process requires that applicants seeking a review submit an application in writing in which they must set out their specific grounds for challenging the appointment. Prior to Mansell (1993), the *Review Committee* decided that it could only address challenges to the procedure which had been used by the *selection panel* established to recommend an appointment to the vacant position. It would not revisit matters of merit and was not prepared to second guess *selection panels* in that regard. Thus, the reports submitted by applicants for review were valuable sources of information, waiting to be mined, of applicants perceptions of what constitutes procedural injustice.

Development of Coding Schedules

Before undertaking the content analysis, a coding schedule was developed by student and supervisor in consultation. A full description of this procedure is described in Appendix 'A' together with a copy of the coding schedule that was finally developed for use.

Co-rater

A co-rater was employed by the Police for one week to assist with the content analysis and coding of applications submitted for review by members of the police.

The co-rater was a post-graduate psychology student who had completed her mandatory papers and who intended doing a thesis in criminal psychology. She was not familiar with Leventhal's (1976, 1980) theories of equity and procedural justice nor was she appraised of the hypotheses under examination. However, she was familiar with the basic principles of psychological research, including the various processes involved in both quantitative and qualitative methodologies.

Preliminary Matters

Coding of the grounds for review was undertaken at Police National Headquarters, Wellington. The rater and co-rater were provided with

an office and access to all the files that were held in the personnel office. It is important to note that some files were not held at the personnel office. For various reasons, files that had been through the review process and were seemingly completed, were on issue to different members of Police Headquarters. One file that was not available, for example, was being worked on in the development of new procedures for review panels, as the result of a High Court hearing.

The co-rater had been employed for one week and this limited the time available to read, code and check the codings. The rater and co-rater started with the most recent file and worked backwards. The first file coded related to a review that was completed in November 1993. The last file coded related to a review that was completed in February 1992.

From the time the review process had been established in 1990, a total of 165 appointments had been through a review and were completed. However, on a number of the appointments that had been reviewed, more than one member had sought a review. Hence, the number of police members who had sought reviews varied in relation to the number of review files. Of the files that were available for assessment, 155 separate members had applied for reviews of appointments. The disparity between this and the number of review files is accounted for by the fact that a number of police members applied for reviews on more than one occasion in relation to more than one advertised position.

During the one week period available for research, 86 applications for review were read and coded. Not all applications for review were in relation to a promotion to a higher rank or a higher graded position; some were for positions of equal rank and pay but of some greater desirability to the review applicant. The time given to reading each application varied with the length of the application which ranged from one page of typed text to over 30 pages. The 86 applications read were in relation to 66 appointments. In the sequence of files that were read, 5 files in the sequence were not read - these still being 'active' in terms of the review process and its associated administration.

The administration of the review process creates a considerable quantity of documentation. Review applicants are provided copies of the following documentation in respect to the person who has been recommended for the position under review:

- copy of the recommended applicant's curriculum vitae,
- copy of the Police Form 212 (Application for Advertised Vacancy)
- copies of reports by supervisors and senior officers in relation to the skills and abilities of the applicants.
- copy of all reports and material prepared by the selection panel,

Briefing

Prior to coding and checking the review applications, the rater explained the police appointment process to the co-rater at some length. The entire process was explained in detail so that she had an understanding not only of the process under review but also its historical development and the projected changes to the process (which are directed at resolving the impasse to which the appointment process had seemingly reached). It was emphasised to her that she had to bring an independent and critical perspective to the task, that differences in opinion were to be expected and encouraged, and that because the coder had intimate knowledge of the process and, on occasion, the people involved, objectivity was largely dependent on her ability to challenge whenever and wherever she thought appropriate.

Procedure

The application for review was located on the review file by the coder. The coder then read the application. A second reading followed during which the coder used a small 'dictaphone' to record the arguments set out by the applicant seeking the review, the code assigned to the argument, (Appendix A) and provided an explanation for allocating the particular code to the arguments presented in the application for review. The co-rater had a similar dictaphone. The co-rater then listened to the tape after she had read the report. She identified each argument identified by the reviewee and either agreed

or disagreed with the coder. Disagreement occurred when the co-rater :

- was of the opinion that an identified ground was mis-coded, or
- the coder had failed to identify a ground for review being put forward, or
- had identified as a separate argument a statement that she interpreted as forming part of a single argument.

When this occurred the rater and co-rater discussed the area of disagreement. The application for review which gave rise to disagreement between the rater and co-rater was discussed immediately while the issues were still fresh in the rater's mind. As a result of this discussion the rater and co-rater either:

- agreed to amend a coding, or
- remained in disagreement.

On most occasions, the discussion resulted in either the rater or the co-rater's stance being modified - more often than not it was the rater whose stance was modified. The results are shown in Table 1.

Table 1. Results of co-rater's checks on coded grounds for review

Number of application files read and encoded	86
Number of files on which there was disagreement	30
Number of statements on which there was disagreement	36
Number of files on which the disagreement was resolved	27
Number of statements on which the disagreement was resolved	32
Total number of statements on which disagreement remained unresolved	4
Total number of statements coded	376
Percentage Agreement : Agreement on fairness statements/Total number of fairness statements	98.99%

No attempt was made to encode every sentence or paragraph. Instead, the coder sought to isolate and identify the disparate and identifiable grounds raised by each review applicant. The applicants had little or no guidance in the preparation of their applications. It seemed to be a self-taught exercise. Thus, the raters were confronted with some procedural issues which were in need of clarification; should a code be allocated *every* time a fairness statement was presented? Often applicants seemed to be repeating themselves; a particular argument was presented in several ways. A decision was taken allocate a code only to statements that were interpreted as distinct and discrete. Often these arguments fell into the same category as preceding arguments in the application. Where the applicant used separate and different examples from the process under challenge, we encoded each argument separately.

Coding Additions

Three further codes were developed as a result of disagreement in relation to the way the rater had coded arguments on particular files. The rater and co-rater discussed the particular arguments at length and agreed to establish additional fairness statements (Table 2).

Table 2. Additional statements giving grounds for review and fairness classification developed therefrom

Statement	Fairness Classification
I have concerns with liaisons between ... and his ... then at ... I know contact was made between them and my concern is that off the record comments made, may have been given weight assessing me.	Unverified material used by panel Code M
The decision to appoint ... was not only made by ... but their decision has been influenced by ... and ... who were given the applications and curriculum vitae of the applicants. ... is personally known to made representations to ... and ... prior to the interviews being conducted.	Corruption of proper panel process by people not involved in the appointment procedure. Code N
I have been disadvantaged because of my age and overall experience, as age was only to be recognised if an applicant was a school leaver .	Discrimination on account of age, race or sex. Code O

PART II: Self Efficacy and Job Attitudes: Questionnaire.

Participants.

Participants were 147 members of the New Zealand Police, both sworn and non-sworn who, since late 1990, had submitted reports seeking a review of an appointment for which they had been an applicant. The list of names was extracted from the completed review files held in Police National Headquarters in mid-December 1993 but did not include those whose reviews were still under action or, if completed, whose files had been removed by National Headquarters staff for administrative reasons. The sample included members of the police from all areas of New Zealand, both large and small stations, of all ranks up to and including Chief Superintendent. The only rank excluded was Assistant Commissioner. One member of that rank had been a review applicant at one time but he could not have answered the questionnaire, including the demographic data, and remained anonymous.

From this pool of 147 employees to whom questionnaires were mailed, 118 were returned. Two arrived too late to be included in the analysis; another was unusable because a number of pages had been removed. This was a response rate of 80.3% and compares favourably with previous response rates in relation to other research (21.6% (Singer & Singer, 1990) and 76.4% (Ten-One, 20 May 1994)) from this organisation. It is worth repeating that this was a group which had expressed dissatisfaction with the decision-making

process involved in respect to important career choices for them. This no doubt explains the high response rate.

Measures

A 55-item questionnaire was designed to assess these variables: (1) Police employees self-appraisal of their *past performance*; (2) police employees perceptions of their *self-efficacy* in relation to their ability to achieve desirable self-set personal goals; (3) their perceptions of the fairness of the appointment procedure used by the police (*procedure fairness*); (4) their satisfaction with the appointment procedure used by the police (*procedure satisfaction*); (5) the level of their psychological commitment to the organisation (*organisational commitment*); (6) their overall satisfaction with their job (*job satisfaction*); and (7) the level of their involvement in their job (*job involvement*).

1. Past Performance

This measure was designed by student and supervisor in consultation. In relation to this measure, the items measure the individual's perceptions of their own overall performance, how they compared themselves with others of similar rank and experience and how they believe others would judge their performance.

2. *Self-efficacy.*

Development of this scale was problematic. *Self-efficacy* refers to the confidence judgements that people make about their ability to perform domain specific tasks (Bandura, 1986). It reflects a belief in one's ability to perform behaviours that will lead to desirable outcomes (Osipow, 1991). Measures employed in previous studies have been criticised because they have been "home made", unvalidated, of marginal or unknown reliability, and sample and occupation specific (Osipow, 1991). A prototypical task-specific occupational scale has been partially developed by Rooney and Osipow (1992) which answers in large part these criticisms. Nonetheless, it is inadequate for the sample in this investigation.

The desirable outcome for the sample was to be successful in gaining the position for which they had applied. The assessment of domain-specific tasks is less easy to reduce to a simple, easily understood, generic set of items. The sample encompasses an almost total vertical slice through the rank spectrum and the tasks required of each specific job vary widely. For example, tasks that require the demonstration of a high degree of skill for a Sergeant are taken as read for an Inspector. The development of a skill-based instrument designed to measure how confident or efficacious police employees are in doing their jobs well (eg Parker, 1993) is inappropriate. The issue is not whether respondents felt efficacious in relation to their jobs but in relation to their ability to perform in ways specific to gaining desired positions. Critically, efficacy expectations are beliefs concerning performance, not outcomes. Thus, items designed to

measure career competencies in a professional or semi-professional environment were required.

A taxonomy of career competencies for professional women in an academic environment has been developed by Hackett, Betz & Doty (1985). Eight categories of career relevant competencies were identified and these were utilised as the basis for the formation of items to measure self-efficacy for this study. There is a question about the appropriateness of generalising a study which intended to identify women's competencies to a group that is almost exclusively men (only 4 of 115 respondents in this study were women). Hackett, Betz & Doty (1985) suggest that some of their categories, namely political skills, organisational skills and job specific skills apply specifically to academic careers but plainly this is not so. These skills are relevant because of the organisational context, not because of sex (although sex, as they report, plays a role). However, some of the strategies identified in applying particular skills were gender specific (for example, changing feminine response sets for verbal modesty as a Political Skill designed to promote oneself). The eight competencies have face validity in the organisational context and items were written to measure each of them. The competencies are:

- communication skills
- interpersonal skills
- political skills
- organisational skills
- general career planning and management skills
- career advancement skills
- job specific skills

- adaptive-cognitive strategies.

The questions were all drawn from or based on behaviours identified by the writers as examples of these competencies.

3. *Appointment Procedure Experience*

3(a) *Procedure Fairness.*

3(b) *Procedure Satisfaction*

These measures relate to involvement in the appointment process and deal with perceptions of fairness and satisfaction with the procedure. Three items were included in respect to each factor; the individual's perception of a typical appointment procedure, their assessment of others perceptions of the appointment procedure and their perceptions of the appointment procedure in which they had been involved.

4. *Organizational Commitment*

Organisational commitment has been defined as the strength of an individual's identification with, and involvement in, a particular organization (Porter, Steers, Mowday & Boulian, 1974). Numerous differences in the approach to what constitutes commitment exist. The central theme that continues to appear in relation to organization commitment is the individual's psychological commitment - the psychological bond linking the individual to the organisation (O'Reilly & Chatman 1986). The term can be broadly used to refer to

antecedents and consequences as well as the process of becoming attached and the state of attachment itself that is the construct of common interest. For example, research has explored the processes through which commitment is generated (Staw & Ross, 1978), the impact of individual and organisational influences on this process (Steers, 1977), and the consequences of commitment in terms of attitudes and behaviours (Hom, Katerberg & Hulin, 1979). This research, while addressing behaviours, consequences and antecedents, did not examine what constitutes the psychological basis for attachment to an organization. O'Reilly & Chatman (1986) developed measures of the dimensions of organisational commitment predicated on compliance, identification and internalisation. These three clear factors are defined by 12 items and these were utilised in the questionnaire (Appendix B). Five items measure value similarity:

- if the values of this organisation were different I would not be as attached to this organisation;
- since joining this organisation my personal values and those of the organisation have become more similar;
- the reason I prefer this organisation to others is because of what it stands for, its values;
- my attachment to this organisation is primarily based on the similarity of my values and those represented by the organisation
- what the police stands for is important to me.

Three items reflect pride in affiliation:

- I am proud to tell others that I am part of this organization;
- I talk up the (police) to my friends as a great organisation to work for;
- I feel as sense of ownership for this organisation, rather than just being an employee.

Four items measure compliance:

- unless I'm rewarded for it in some way, I see no reason to expend extra effort on behalf of this organisation;
- how hard I work for the organisation is directly linked to how much I am rewarded;
- my private views about the police are different to those I express publicly;
- in order for me to get rewarded round here it is necessary to express the right attitude.

5. *Job Satisfaction.*

The scale developed by Warr, Cook & Wall (1979) was used to measure Job Satisfaction. Earlier measures such as the JDI (Smith, Kendall and Hulin, 1969) have been criticised for redundancy and length. The difficulty with these published measures of job satisfaction is that while they have proven acceptable to blue collar workers a question exists as to their suitability to be generalised to professional or semi-professional groups such as the police. University graduates, for example, have higher mean scores than do blue collar workers (Warr, Cook & Wall, 1979). Nevertheless, a reading of the items in the measure suggests that each has application to the working life of police officers excluding those, perhaps, in sole charge stations whose interactions with peers and supervisors is rather more constrained. The scale is couched in simple terms and is easy to follow. More complex measures directed at managers (Warr & Routledge, 1969) were unsuitable because of length (77 items) and because a substantial proportion of persons to whom the questionnaires were mailed were not managers or supervisors *per se*¹.

6. *Job Involvement*

This construct was measured utilising measures developed by Kanungo (1982). Job involvement is not the same as involvement in work. Job involvement has to do with a belief that is descriptive of

¹Constables, Senior Constables and Detectives may have *some* supervisory experience, especially if they have been given the opportunity to relieve in supervisors positions but this could not be assumed.

the present job and it tends to be a function of how a person's present job satisfies individual needs. Involvement in work in general, or the centrality of work to a person's life, is a normative belief, historically caused, about the value of work in one's life (Kanungo, 1982). It is a function of socialisation or past cultural conditions. Job involvement is of more relevance to organisations and is a contemporaneous measure. This conceptual difference is important. Work involvement is a statement of a person's values. Job involvement in the context of this study is organisationally relevant.

The scale used in the questionnaire utilised all 10 of the items developed by Kanungo (1982) and he reports that they are internally consistent and test - retest reliable. In addition the scale demonstrated both convergent and discriminant validity in relation to a work involvement scale. The 10 items are:

- the most important things that happen to me involve my present job
- to me, my job is only a small part of who I am
- I am very much involved personally in my job
- I live, eat and breath my job
- most of my interests are centred around my job
- I have very strong ties with my job which would be very difficult to break
- usually I feel detached from my job
- most of my personal goals are job-oriented
- I consider my job to be central to my existence
- I like to be involved in my job most of the time

Scoring

All questions were scored using a Likert 7 point scale in which a high score represented the positive end of the scale. The full questionnaire is attached (Appendix B). Questions 25, 33, 35, 36, 38 and 43 were reverse scored as were the final nine questions which related to *past performance, procedure satisfaction* and *procedure fairness*.

Procedure.

Questionnaires were mailed out with a covering letter (Appendix B) and a return-addressed envelope. The covering letter emphasised the aspect of confidentiality and the nature of the research was described in general terms.

CHAPTER IV

RESULTS

PART I: Content Analysis

The most common fairness classification employed by reviewees was 'J' - inaccuracy in the use of relevant material to evaluate information, presentation, performance or qualifications. It accounted for 26.8% of the challenges to fairness that review applicants raised.

Typical of the arguments presented were:

- claims that statements in performance appraisals were ignored, misconstrued or misinterpreted;
- important, relevant material was not recorded in the applicant profiles that selection panels wrote up to assist the panel to differentiate between applicants;
- material that was provided at interview did not feature in the panel's "write-up" in which they summarised their grounds for recommending a particular applicant;
- relieving in the position was over-valued;
- applicant profiles¹ were persistently inaccurate,

¹ Many *selection panels* prepared a brief document in respect to each candidate in which they summarised the material presented to them under common headings.

- the apparent down-playing of an applicant's strengths. An example:- misquoting statements in supplied material as in the case of referring to an applicant as "competent" when the performance appraisal gave an overall level of performance of "commendable"²;
- failure to give sufficient recognition to an applicant who was actually doing the job applied for;
- misinterpretation and misreading the Position Description and Person Specification;
- use of the wrong Position Description.

The second largest group of challenges to fairness was in the group coded 'G' - inconsistency in following precedent. This was interpreted to cover any claim that a precedent, law, rule or instruction was not adhered to and this accounted for 19% of challenges. A persistent ground advanced under this category was that appointment panels failed to conduct interviews when, as perceived by the review applicant, there was little between candidates. The argument persistently advanced was that the published panel procedure contained in police General Instructions required that interviews be conducted in this circumstance.

Other arguments that appeared in this category were:

² The performance appraisal document used by the police scores employees on an overall scale of which 'Outstanding' is the highest score. Other scores, in descending order, are : "Commendable," "Competent," "Marginal" and "Unsatisfactory."

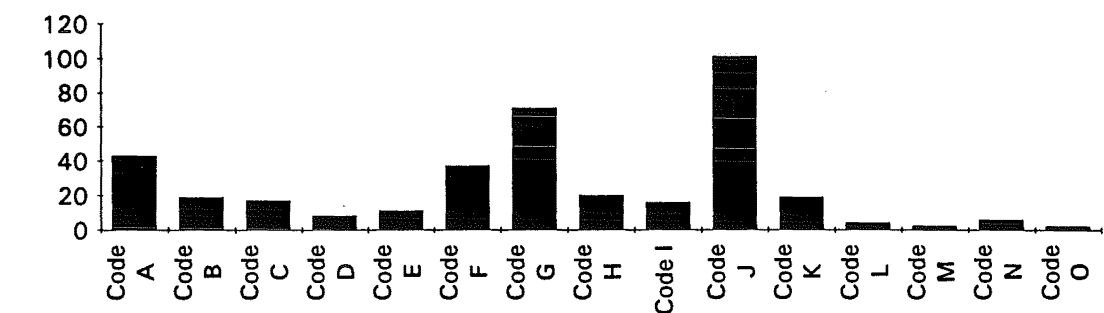
- panel members did not keep their notes taken at interviews and therefore there was a breach of the Official Information Act 1982 in that requests for all relevant material were not complied with;
- some panels surmised that particular requirements had been met - the rules required that evidence be produced by applicants;
- failure to call for up-to-date performance appraisals and operating on out-of-date appraisals when the rules required current documents;
- a panel used a performance appraisal done on a Sergeant *prior* to his promotion to that rank, as part of its deliberations for an appointment to a Sergeant vacancy;
- basic rules of courteous behaviour were breached by a panel conducting interviews

Initially, there was agreement between the coder and co-rater on 90.5% of the codes allocated to the identified statements and, after consultation, agreement was reached on 98.9% of statements. There was seldom any difficulty in matching an argument presented in an application for review with one of the fairness statements that had been developed earlier. Three further codes were added to the

original list as a result of discussion between the coder and co-rater³.

The complete breakdown of fairness statements identified in the 86 applications for review that were read and coded, are shown in Figure 2.

Figure 2. Number of Fairness Statements



LEGEND

Code	Number of Examples	Descriptor
A	43	Selectively using some criteria rather than all documented criteria.
B	19	Wrong conclusion based on quantified data.
C	17	Restricted opportunity for appeal or correction of decision.
D	8	Over-reliance on interview.
E	11	Use of unclear or unfair standard in assessing interview responses.
F	37	Use of unreasonable, new or non job-relevant criteria.
G	71	Inconsistency in following precedent, rule or instruction
H	20	Inappropriate choice of decision maker.
I	16	Incorrect or incomplete information about the vacancy supplied to applicant.
J	101	Inaccuracy in use of relevant material to evaluate information, presentation, performance or qualifications.
K	19	Decision already made before evaluating applications.
L	4	Minority culture or gender not represented.
M	2	Unverified material used by panel.
N	6	Corruption of panel process by people not involved in the appointment procedure.
O	2	Discrimination on account of age, race or gender.
	Total	
	376	

³This was discussed fully in Chapter 3.

The fairness statement that featured most often was that identified as "inaccuracy in the use of relevant matter to evaluate information, presentation, performance or qualifications." We identified 101 examples of this statement. This is 25 more than the total number of review applications in the sample and is indicative that many reviewers referred to examples of this as a ground for review more than once in their applications.

The statements are not broadly distributed. Altogether, of the statements, 252 (67%) can be categorised as one of these four descriptors:

- (A) Selectively using some criteria rather than all documented criteria, (n = 43);
- (F) Use of unreasonable, new or non-job relevant criteria, (n = 37);
- (G) Inconsistency in following precedent, rule or instruction, (n = 71); and
- (J) Inaccuracy in the use of relevant material to evaluate information, presentation, performance or qualifications, (n = 101).

The fairness statements were fitted to Levanthal's (1980) six justice rules for evaluating procedural fairness. The manner in which they were fitted to these rules is shown in Table 3. The classification followed the method used by Ayers (1992). Table 4 provides descriptive features of each rule and examples of quotations which were classified under each of the rules. The manner in which each of the quotations used in Table 4 was used to develop fairness

statements is explained in detail in Appendix A and most of the examples are drawn from the material in Appendix A.

Table 3. Match of fairness statements to Levanthal's (1980) six justice rules.

Justice Rule	Fairness Statement	Number of Fairness Statements	Percentage
Representation	Minority culture or gender not represented.	4	1.1%
Consistency	Selective use of criteria for different applicants	43	49.4%
	Incorrect information about vacancy supplied to a particular applicant.	16	
	Over-reliance on interview (i.e. being selective in the use of interviews and not applying all the merit criteria across all applicants or vacancies).	8	
	Unfair standard in assessing interview (i.e. using inconsistent standards to assess interview responses).	11	
	Introducing non-job relevant criteria to differentiate between applicants.	37	
	Not following precedent or rules (which means that the results are inconsistent with <i>selection panel</i> standards)	71	
		<i>Sub Total =</i> 186	
Bias Suppression Impartiality	Inappropriate choice of decision maker.	20	5.3%
		<i>Sub Total =</i> 20	

Accuracy of Information	Use of unverified material	2	32.4%
	Inaccuracy in use of relevant material.	101	
	Wrong conclusion based on quantified data.	19	
	Sub Total =	122	
Correctability	Restricted opportunity for appeal or correction.	17	4.5%
Ethicality	Discrimination of account of race, age or sex.	2	7.1%
	Decision already made.	19	
	Corruption of process.	6	
	Sub Total =	27	
Total =		376	99.8%

These proportions are portrayed, graphically, in Figure 2.

Figure 2. Percentage of statements following Leventhal's (1980) rules of procedural justice.

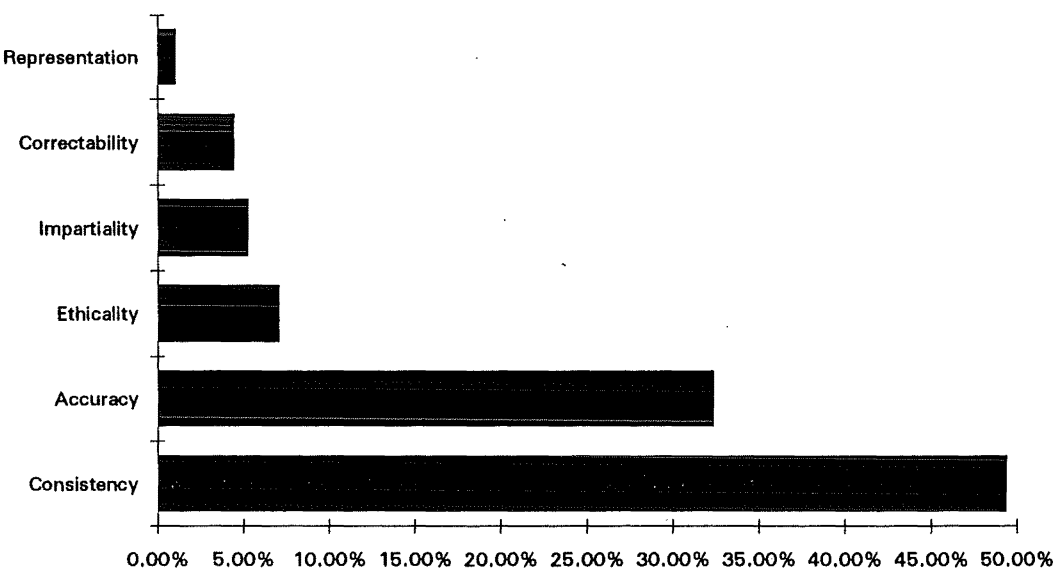


Table 4: Examples of Quotation Classifications by Justice Rule and Descriptive Features of Justice Rule (following Ayers, 1992).

Element	Description	Examples
Representation	Decision and process control, sense of "voice".	"As a (member of a minority) I consider I was not afforded the principles outlined in terms of the composition of the panel." And "The the representation on the panel in accordance with the State Sector Act ... would have enhanced the panel's understanding of the cultural issues being presented."
Consistency	Clearly stated standards, equal application across members.	"(T)here is no apparent comparison of the candidates." And "the essential and desirable merit criteria set out in the position description was not followed in that the panel went further seeking to appoint an applicant with a particular leadership style suitable to ..." And "The potential of ... was assessed as greater than myself without reason given."
Impartiality	Neutrality, non-bias, honesty in decision making.	"I have concerns with liaisons between ... and his ... then at ... I know contact was made between them and my concern is that off the record comments made, may have been given weight assessing me." And "...the panel was biased and over-emphasised the provisional appointee's strengths or down played his weaknesses; and that it gave insufficient weight to my experience, knowledge and skills relative to the position."
Accuracy	Efforts to make informed decisions; correct interpretations of policy; gathering information, educating.	"The selection of ... as the person best suited ... was based in part on a rating (of ...) at Senior Sergeant level. ... (T)he applicant's performance appraisal ... is as an ... Area Controller." And "... the panel placed undue weight on the interview and in so doing failed to take into account other details of comparative merit."

		And "the panel made assessment as to my potential to perform which is unsubstantiated by fact, contrary to supporting evidence and to which the panel is not qualified to judge."
Correctability	Methods of identifying problems, setting goals, tracking problems, channels for addressing concerns.	"The panel should not have destroyed the notes they took at the interviews." And "The form of report of the selection panel is inadequate in its comparison of the candidates. The report should be self-contained." And "...the report ... to the Region Commander ... failed to give full and balanced coverage of the comparative merits of applicants and therefore deprived the Commissioner of the ability to reach a full and informed determination as to the best applicant."
Ethicality	Sensitivity to gender or ethnic issues; respectfulness; patronisation, tokenism, ageism, condescension.	"I have been disadvantaged because of my age and overall experience, as age was only to be recognised if an applicant was a school leaver ." And, "The panel chairman left the room during the interview to deal with a phone call."

Statements to do with consistency and accuracy in the use of information accounted for 81.8% of the arguments presented by the applicants for review. The remaining four rules seldom featured and even when an applicant relied on one of the remaining four rules, as in the case of one applicant who made a strong argument on the basis of ethicality, accuracy in the use of information or consistency still featured as a buttressing argument.

PART II: Questionnaire

The questionnaire was coded so that high scores correlated with high perceptions of *self-efficacy, past performance, procedure satisfaction, procedure fairness, organisational commitment, job satisfaction* and *job involvement*.

A total of 118 questionnaires were returned of which 115 were usable. Two arrived after coding had been completed and one was discarded because several pages had been removed. A profile of the respondents is as follows:

Sex: Only 4 respondents were women. This probably reflects the career pathing of women in the organisation at present.

Age: The mean age was between 35 and 40 years of age. This would reflect the period of most advancement in peoples careers and the pattern is repeated in a breakdown of respondents by rank.

Rank:

Non-sworn	4
Constables, Senior Constables, Detectives	23
NCO's - all branches (Sergeants, Senior Sergeants)	61
Inspectors, Chief Inspectors (all branches)	21
Superintendents, Chief Superintendents (all branches)	6

Length of service in the police: The mean was 17.9 years (SD 7.57).

Length of time in rank: 5.4 years (Range 0 to 23 years)

Length of time since review:

< 6 months	5	respondents
< 1 year	14	"
< 2 years	45	"
> 2 years	51	"

The small number of non-sworn respondents will not affect overall scores or results and it could be argued that they are likely to be driven by the same perceptions of justice and fairness as sworn officers. Although non-sworn, it is reasonable to suggest that they are attracted to working for the police because their values are similar to, and shared with, sworn staff.

Although there were few respondents who had sought reviews within six months of completing the questionnaire, it must be remembered that no questionnaires were sent to those who had applications for review under action at the time the list of names was obtained in December 1993. The questionnaire was mailed out in mid January 1994.

Location of respondents (missing data - 1)

Major Metropolitan city area	70
Large provincial town (10,000 or over)	26
Small town (under 10,000)	14
Rural (under 4000)	4

Means and standard deviations for all variables were computed and are shown in Table 5. The table also shows the maximum, minimum and mean score for each variable. Three sets of results are worth

noting. Firstly, the means for *self-efficacy* and *past performance* are considerably higher than the mid-score. Secondly, the scores for *organisational commitment*, *job satisfaction* and *job involvement* hover around the mid-score. Thirdly, the scores for *procedure satisfaction* and *procedure fairness* are quite low.

Table 5. Means, Standard Deviations and Cronbach's α for variables

Variable	Questionnaire Range of scores			Mean	Standard Deviation	α
	Minimum	Mid Score	Maximum			
Self Efficacy	8	32	56	43.4	4.5	.69
Job Satisfaction	16	64	112	75.2	13.0	.88
Organisational Commitment	12	48	84	51.8	7.6	.74
Job Involvement	10	40	70	35.5	8.6	.86
Past Performance	3	12	21	17.6	1.6	.80
Procedure Satisfaction	3	12	21	8.8	3.5	.82
Procedure Fairness	3	12	21	9.8	3.3	.78

Correlations among variables are shown in Table 6.

Table 6. Intercorrelation Matrix

Variable	1	2	3	4	5	6	7
1 Self-Efficacy	•						
2 Job Satisfaction	.27**	•					
3 Organisational Commitment	.39**	.62**	•				
4 Job Involvement	.03	.15	.24*	•			
5 Past Performance	.51**	.06	.14	.12	•		
6 Procedure Satisfaction	-.1	.38**	.28**	.002	-.04	•	
7 Procedure Fairness	-.23*	.28**	.11	.01	-.13	.72**	•

N = 115

** p < .01

* p < .05

Hypothesis 1

This hypothesis stated that police employees self-appraisal of *past performance*, perceived *procedure fairness* and *procedure satisfaction* would predict their *self-efficacy*. To test this a multiple regression analysis was carried out and the results are shown in Table 7.

In predicting *self-efficacy*, the regression analysis yielded Multiple R = .53, Adjusted R² = .27, F(2,107) = 20.97, p < .01. *Past performance* (β = .48, p < .05 and *procedure fairness* (β = -.16, p < .01) predicted *self efficacy* but not *procedure satisfaction* which did not reach a .05 level of significance.

Table 7: Multiple regression analyses using *Past Performance*, *Procedure Satisfaction* and *Procedure Fairness* as predictors of *Self Efficacy*; and *Past Performance* and *Procedure Fairness* as predictors of *Procedure Satisfaction*.

	Self Efficacy			Procedure Satisfaction		
	β	τ	Sig	β	τ	Sig
Past Performance	.48	5.83	*	.05	.88	n.s.
Procedure Satisfaction	.10	.92	n.s.			
Procedure Fairness	-.16	-1.99	**	.72	10.98	**
Multiple R		.53		Multiple R	.72	
Adjusted R ²		.26		Adjusted R ²	.51	
F (2, 107)		20.97		F (1, 111)	120.50	
Sig		**		Sig	**	

** p < .01 * p < .05

Hypothesis 2

This hypothesis stated that police employees *self-efficacy*, perceptions of *past performance*, perceptions of *procedure fairness*

and *procedure satisfaction* would predict their job attitudes of *organisational commitment*, *job satisfaction* and *job involvement*.

To test this multiple regression analyses were carried out and the results are shown in Table 8. *Job involvement* was not included in this analysis. This variable did not correlate with *past performance*, *procedure satisfaction* or *procedure fairness* (see Table 6, Intercorrelation Matrix). *Organisational commitment* has been predicted by *self-efficacy* ($\beta = .45$, $p < .01$) and *procedure satisfaction* ($\beta = .31$, $p < .01$) but not *past performance* nor *procedure fairness*. *Job satisfaction* has been predicted by *self-efficacy* ($\beta = .29$, $p < .01$) and *procedure satisfaction* ($\beta = .41$, $p < .01$) but not *past performance* nor *procedure fairness*. *Job involvement* has not been predicted by any of the dependent variables.

Discussion

Contrary to what had been hypothesised, *procedure satisfaction* did not predict *self-efficacy* but it did predict two of the job attitudes, *organisational commitment* and *job satisfaction*. Accordingly, a further multiple regression analysis was undertaken to see if *procedure satisfaction* were predicted by either of perception of *past performance* or perception of *procedure fairness*. The result is shown in Table 7 (above). In predicting *procedure satisfaction*, the analysis yielded Multiple $R = .72$, Adjusted $R^2 = .52$, $F(1,111) = 120.5$, $p < .01$. *Procedure fairness* ($\beta = .72$, $p < .01$) predicted *procedure satisfaction* (but not *past performance*).

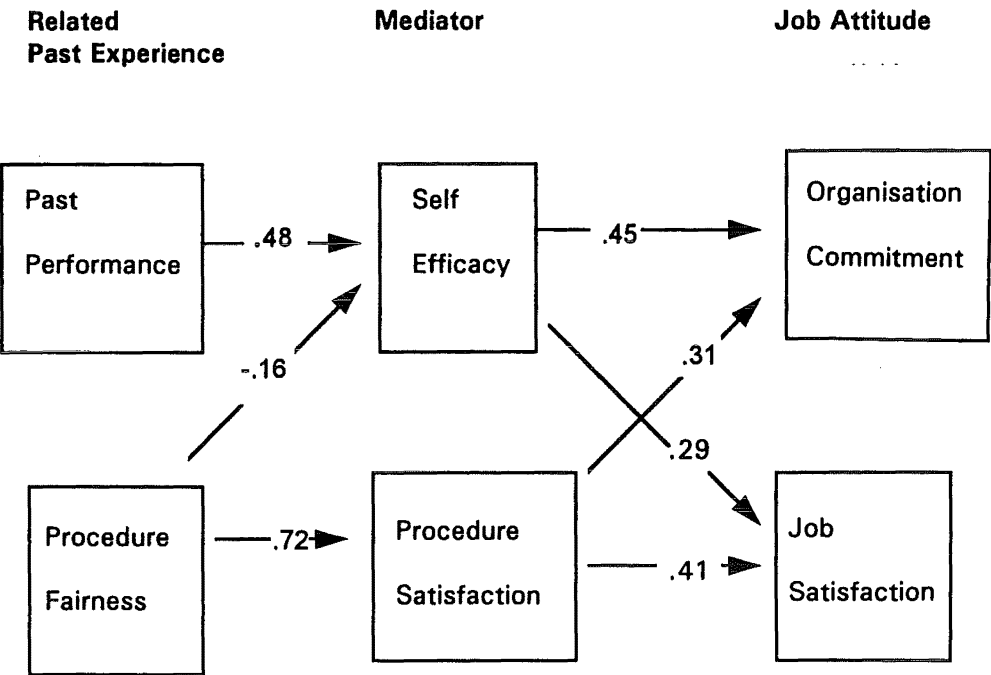
Table 8: Stepwise Multiple Regression Analyses using *Self Efficacy, Past Performance, Procedure Satisfaction, and Procedure Fairness* as predictors of *Organisation Commitment and Job Satisfaction*.

	Organisation Commitment			Job Satisfaction		
	β	τ	Sig	β	τ	Sig
Past Performance	-.08	-.78	n.s	-.12	-1.24	n.s.
Procedure Satisfaction	.31	3.75	**	.41	4.86	**
Procedure Fairness	-.04	-.31	n.s.	.11	.85	n.s.
Self Efficacy	.45	5.35	**	.29	3.44	**
Multiple R	.52			Multiple R	.49	
Adjusted R ²	.26			Adjusted R ²	.22	
F (2, 106)	19.64			F (2, 106)	16.47	
Sig.	**			Sig.	**	

** p > .01

Figure 4 depicts in graphic form the manner in which the variables are predicted.

Figure 4 : Structure showing the manner in which variables were predicted.
(The numbers on the paths are Beta values. See Tables 6 & 7.)



CHAPTER V

DISCUSSION

Social Cognitive Theory

The hypotheses were formulated to test elements of social cognitive theory which postulates that *past performance* predicts perceived *self-efficacy* and, in turn and operating together, perceptions of *past performance* and *self-efficacy* predict subsequent performance. It was argued that performance is a function of satisfaction in so far as satisfaction and similar attitudes act as moderators of performance. Accordingly *past performance* and perceived *self-efficacy* were hypothesised to predict job attitudes. Empirical research has shown that, suitably moderated, these attitudes predict job behaviours and performance.

The results indicate that perceptions of *past performance* and perceptions of *procedure fairness* are significant predictors of *self-efficacy*. Perceptions of *past performance* are moderated by feedback from a variety of sources and experiences. Over time, this brings about a cognitive re-evaluation of the nature of the *past performance*. In this study, the group had been unsuccessful, at some stage in their careers, in achieving a desired goal. The failure to achieve this goal has evoked a cognitive assessment of the specific experience which was measured by *procedure fairness* and *procedure satisfaction*. Emotional responses would also have been evoked but the design of this study and the fact that subjects were not being asked to provide contemporaneous measures precluded

any ability to obtain these sorts of measures. In the same way that emotional responses are moderated over time, so also, it must be assumed, are the attitudes and perceptions that were relevant to this study.

Predicting Self-Efficacy

Perceptions of the *procedure fairness* were not as strong a predictor of *self-efficacy* as were perceptions of *past performance*. *Procedure fairness* is negatively predicted, compared with *past performance* which is positively predicted. *Procedure satisfaction* did not predict *self-efficacy*. This raises several issues which need consideration.

Firstly, the mean score for *past performance* is high (Table 5). This is not surprising. People who apply for positions generally do so with at least a hope of success and must believe themselves experienced, knowledgeable and capable of doing the tasks required of the position. Generally, they would have had favourable performance appraisals so their high assessment of their abilities has had reinforcement. Thus, it would be expected that the more positively one views one's *past performance*, the higher one's belief in one's *self-efficacy*. It is to be noted that *self-efficacy* and *past performance* correlate significantly (Table 6).

Secondly, perceptions of *procedure fairness* were a negative predictor of *self-efficacy*. It could be assumed that the more highly fair the procedure was thought to be, the more highly self-efficacious would be the individual but this was not the case with these results. This may partially be explained by the nature of the group under

study. All had applied for positions and been unsuccessful in achieving their desired goal. The group mean *self-efficacy* score was high (Table 5) which suggests a strong belief in their own ability to achieve their self-set goals. They had then applied to have the procedure reviewed. Reports submitted by this group applying to to review the appointment procedure, set out their reasons for believing the procedure to be flawed and these reasons suggested consistent breaches of Leventhal's (1980) rules of procedural fairness. Thus, it is consistent that self-efficacy is negatively predicted by perceptions of the fairness of the appointment procedure. The lower the perceptions of *procedure fairness*, the higher will be the individual's *self-efficacy*. People who are highly self-efficacious are more likely to hold negative views of the fairness of procedures in which they have been involved and have been unsuccessful. High *self-efficacy* means a high belief in one's ability to achieve desired goals. Procedures that send a competing and non-complementary message are in conflict with that belief. An inference that might be taken from this is that low self-efficacy beliefs will result in a less critical conception of how fairly the procedure operated.

Thirdly, *self-efficacy* is predicted by perceptions of *procedure fairness* but it is not predicted by *procedure satisfaction*. This suggests that *procedure satisfaction* is a function of *procedure fairness* but it is not a distinct and separate construct. The prediction is strong ($\beta = .72$) and understandable. People who perceive the process to be fair ought to be expected to be satisfied with the procedure.

Predicting Job Attitudes.

The hypothesis that *self-efficacy* would predict work-related attitudes was supported in respect of *job satisfaction* and *organisational commitment* but not *job involvement*.

Two recent studies have found similar effects. Siry (1990) found that, compared to low performers, high performers had a higher level of aspirations for a second similar task. However, earlier performance had no effect on other long term aspirations. Singer, Stacey and Lange (1993) found that past performance appraisals had no effect on predicting the career aspirations of male and female students nor in predicting course goals of male students. It did predict course goals of female students. Measures of self-efficacy did predict career aspirations and course goals of male and female students.

A future study could set out to determine how well perceptions of past performance predict people's perceptions of their performance in similar subsequent tasks. It would require the introduction of measures of control not possible with this study. Perceptions of past performance do not seem to be of value in predicting allied but dissimilar attitudes, beliefs, goals or behaviour.

It was also hypothesised that *procedure fairness* and *procedure satisfaction* would predict job attitudes. *Procedure fairness* predicted *self-efficacy* but not attitudes. *Procedure satisfaction* predicted job attitudes (except *job involvement*) but did not predict *self-efficacy*. It is likely that *procedure satisfaction* forms part of the all-embracing concept of job satisfaction so it is to be expected that it would

predict *job satisfaction*. The finding that a perception of the *procedure fairness* did not predict work attitudes seems surprising in view of the growing body of evidence which demonstrates the importance of procedural matters in determining the way employees evaluate fairness of managerial decisions in organisations (Greenberg, 1990). As an example, it has been argued (Bies & Tyler, 1993) that job satisfaction is a significant factor that influences whether or not employees will initiate litigation in respect to organisational outcomes. In this study, fairness and job satisfaction correlated highly (Table 6). One answer, therefore, may be that a sense of unfairness may be compensated for by a job that is generally satisfying. This may provide a balance to attitudes and behaviours that might otherwise be expected. In addition, as has already been discussed, *procedure satisfaction* appears to act as a function of *procedure fairness*, and *procedure satisfaction* predicted two of the job attitudes. In this study, *job satisfaction* may be moderating feelings of unfairness.

Job involvement was not predicted by any variable. Previous research has tended to be consistent in the use of *job satisfaction* and *organisational commitment* as measures of work related attitudes; *job involvement* has not always been used as a measure of the effect of organisational variables on work attitude relationships (e.g. Bies & Tyler, 1993; Rosin & Korabik, 1991; Shore & Martin, 1989) although there are a number of studies that have included it as a measure (Brown, Cron & Leigh, 1993; Johnson & Jones-Johnson, 1992). *Organisational commitment* refers to a general attitude toward an organisation as a whole. Work involvement is a normative belief about the value of work in one's life. *Job involvement* is a descriptive

belief contemporaneously generated in relation to a person's current employment (Kanungo, 1982). *Job involvement* is a conceptually different construct and recent empirical research has produced further evidence for the discriminant validity of measures of *organisational commitment*, *job satisfaction* and *job involvement* (Mathieu & Farr, 1991). The scale that was used in this study has been reported to have satisfactory psychometric properties. It had reasonable internal consistency and test-retest reliability. It seemed to pass tests of unidimensionality and convergent and discriminant validity. Tests of criterion related concurrence validity add to its strength (Kanungo, 1982).

It would be convenient to assume that there is a flaw in the instrument. However, coefficient α (Table 5) indicates consistency in the way the instrument was answered. The explanation may be that, within the sample, there is a wide variation of the amount of involvement they have in their jobs. The mean of length of service in the police in the sample was 17.9 years (SD 7.57). It may be that there is a generational difference (Banks & Henry, 1993; Loscocco & Kelleberg, 1988).

Procedural Justice

Lind and Tyler (1988) observed that the great practical value of procedural justice lies in its capacity to enhance the quality of work life and in its values as a source of both satisfaction and positive evaluations of the organisation. They observe that research on organisational procedures has been influenced more by Leventhal's

theoretical work on criteria for procedural justice than has research in other areas of procedural justice. One consequence, it is suggested, is that organisational procedural justice research has avoided the preoccupation with voice that is seen in research in legal procedures.

Process control and voice feature in the perceptions of the group in this study. Examples featured in the *"accuracy of information"* category. Review applicants referred to issues to do with the need for the appointment panel not only to solicit accurate input prior to the selection process but to use it accurately in their deliberations. Further examples are to be found in the second most used category - *"inconsistency in following precedent or rules."* Review applicants complained of the failure of appointment panels to conduct interviews in situations that they believed were close between candidates - they had not been given the opportunity to exercise "voice". The definition of "voice" need not be limited to the spoken word. "Voice" may also be given through the written word but in the procedure that this study examined, the written material that was considered by appointment panels did not always include written representations from the candidates. As described in Chapter II, *some* candidates provided written submissions based on the criteria contained in the Person Specification. But this was optional and at the discretion of the candidates. In the absence of a requirement for a written submission based on the Person Specification, the perception of many review applicants that an interview ought to have been conducted is understandable.

This finding is not new. The voice variable has been accorded importance by Thibaut & Walker (1975) and it features in two

(*correctability* and *accuracy*) and perhaps three (*consistency*) of Leventhal's (1980) principles. Greenberg (1986) reports that in respect to performance evaluations, important procedural justice factors are closely related to issues of process control and voice.

One factor that was not examined as part of this study was the effect of outcome on perceptions of fairness. It has been shown that Leventhal's principles are used in making judgements of procedural fairness. One study (Greenberg, 1987c) indicates that outcomes play a role in determining procedural justice judgements. It ought to be expected that the outcome will moderate, to a greater or lesser extent, the way in which the fairness of the procedures employed by the police in making appointments is perceived by those involved in the process.

The finding that the principle of consistency featured prominently does not come as a surprise. Although the police is a national organisation, the composition of appointment panels is not regular nor consistent. Seldom is an appointment panel re-selected. It may not always be possible to re-select panels, particularly for senior positions in the organisation where there are constant changes in personnel, but it ought to be possible in relation to positions lower in the structure. This would serve to apply procedures consistently across people and across time. Along with *ethicality* and *accuracy of information*, *consistency* is a potent factor in determining what procedures are fair (Greenberg, 1987c; Lind & Tyler, 1988; McEnrue, 1989; Sashkin & Williams, 1990; Sheppard & Lewicki, 1987). The nature of the fairness statements (unfair standard in assessing interview, selective use of criteria, introduction of new, non-job

relevant criteria, failure to follow precedent or rules and supplying incorrect information to candidates), and the number of times these featured, is indicative of the disparate range of standards employed by appointment panels.

Much of the present research on fairness has examined outcomes that do not have an ongoing effect in terms of life choices. The outcome of appointment processes have an on-going effect on the life choices of those affected by it, particularly if a promotion is involved. Once a person falls behind in the promotions stakes, opportunities to recover lost ground will not always present themselves.

Methodological issues.

Quantitative Research

Care was taken to ensure that the measures of the dependent variables, *past performance*, *self-efficacy*, *procedure satisfaction* and *procedure fairness*, would be representative of the experience of police staff. However, several authors lately (Leana, Locke & Schweiger, 1990; Spector, 1994; Wagner & Gooding, 1987) have criticised the percept - percept methodology that was used in this study. There is good reason to be cautious of results from other methodologies also, but relationships found in percept - percept studies, it is argued, are a function of common method variance. Data on variables are measured using a single questionnaire at a single point in time from the same group of respondents. Because all

measures come from the same source, any defect in that source contaminates all measures, presumably in the same fashion and in the same direction. The relationships are artifactually inflated. If enough different types of study are conducted to control for all plausible alternatives (that can be thought of, anyway) confidence can be placed in the conclusions. Cross-sectional studies cannot provide much certainty about causal connections between variables. Schmitt (1994) points out that there can be little argument when the theory or construct under investigation, as was the case with this study, is attitudinal or perceptual and the reason for the use of the instrument is not one of convenience. In support, though, of the use of self-report instruments, Howard (1994) reports that on a number of studies which assessed construct validity of a number of self-report indices of various constructs with behaviourally based, non-self-report indices, the construct validity of the self-reports was superior to the validity coefficients of the other measurement approaches.

Spector (1987) argues that properly developed instruments are resistant to the method - variance problem. His findings were based on studies that mostly involved well validated instruments with reasonably sound psychometric properties, and method variance, where it was found, occurred at the level of single item measures. Podsakoff & Organ (1986) suggest several procedural measures that, when implemented, may go towards eliminating common method variance. Two suggested procedures, escalating the unit of analysis and separation of measurement, were inappropriate to this study because of the diverse nature (including geographic diversity as well as the diversity of the nature of their employment) of the study

group. A third method, scale re-ordering (Selancik & Pfeffer, 1977), involves ordering items on the questionnaire so that the dependent or criterion variable follows, rather than precedes, the independent variable. This was partly followed in this study; self-efficacy preceded the dependent measures of organisational commitment, job satisfaction and job involvement. It is to be noted that there is little research to evaluate this as an effective strategy.

Interpretation of these results needs to be tempered by a realisation of the high potential for distortion caused by common method variance. All the measures are self-report and the data is not independently verifiable from another source.

In this study, previously validated instruments were used where they were available. These instruments were used to measure job satisfaction, organisational commitment and job involvement. The measures of self-efficacy were based on well constructed research (Hackett, Betz & Doty, 1985). Thus, it is certainly possible that the instruments were valid measures of their intended constructs and the observed intercorrelations reflect real correlations among conditions. However, before accepting the explanations provided by the hypotheses it is necessary to rule out equally plausible alternative explanations. This study used a single data source, cross-sectional design which does not allow the investigation of alternative explanations. This is something that future research could investigate.

Qualitative Research.

Archival research deals with peoples recorded outputs and the reports submitted seeking reviews are an example. Content analysis is one form of archival research and "... is a research method used to make objective and systematic inferences about theoretically relevant messages" (Dane, 1990, p. 170). Archival research has been criticised because of methodological difficulties in relation to reliability and objectivity. Nonetheless, recorded material (or responses, or outcomes), recorded in real life situations, overcomes problems associated with experimentation and survey research. In operating with linguistic rather than numeric symbols and clues, it reduces the distance between context and action in particular, and theory and data more generally.

The objective of qualitative research is to explicate reality in terms of the subject's view of it, but there are core problems associated with this approach. Ethnographers are not inert sponges mopping up their subjects' experiences to squeeze them out into conceptual and theoretical buckets. They bring their own values and perspectives to research and this has the potential to pollute proffered explanations. The researcher had been close to the problem that generated this research, as a member and/or chairperson of *appointment panels* and as a member of *Review Committees*. It has not been possible for any respondent validation nor any restudy to minimise potentially biasing effects. Employment of the independent co-rater was therefore vital to counter the potential for the introduction of bias from the researcher.

It has been argued (Miles & Huberman, 1984) that the findings from qualitative studies have a quality of undeniability which arises because the studies are firmly planted in the real world of human experience and words are inherently more convincing than numbers. This argument may not find favour with everyone and policy makers immediately come to mind as a class who prefer explanation in numbers. In this regard the content analysis has produced quantified measures of the concepts under investigation.

Justice and Social Exchange.

Reference was made in Chapter I to a suggestion that applications for review were driven by a desire to "test the system". This seems to be a suggestion that review applicants are motivated by some form of perversity. According to a social exchange perspective, people are motivated by self interest in their dealings with others (Blau, 1964, Kelley & Thibaut, 1978). In the work context, employees evaluate their relationship with managers and organisations in terms of rewards and costs. In relation to the question of whether or not to initiate a review of a recommended appointment, police employees' decisions will be linked to the degree to which they perceive themselves likely to suffer from an absolute or relative loss. Some employees are likely to perceive the initiation of a review as harming their chances of success in subsequent application for appointments. Others will interpret failure to gain the position as indicating that their potential is less than they may have assumed; - they will take from their failure to gain the position for

which they applied, a message that future applications are unlikely to be successful.

Social exchange theories also suggest that estimates of the probability of winning will influence whether or not police employees will lodge applications for review. Pursuing a review requires a psychological commitment and it ought to be expected that people weigh this against the possibility of failure. On this basis, any indication that previous reviews have met with success - in other words, that the "odds" have improved, thus heightening expectations of a successful outcome - should increase the likelihood of reviews being lodged. The reality was something different. Of the 165 appointments that drew applications for review, 32 resulted in the *Review Committee* requiring either that the *selection panel* revisit some matter of procedure or that the position be re-advertised. Of these 32 cases the researcher was only able to find *four* cases that resulted in a change to the original recommendation in that a different applicant was selected. In one case, the different applicant who was selected was not a person who had originated the review. It is possible that there may have been further cases where applicants different to the original recommendation were appointed but the manner in which the results of the reviews were recorded has made this difficult to determine. In any event, the number would not have exceeded 10 and it is possible that the four cases discovered were the only cases. The small number of applicants who were successful in having an appointment overturned suggests that the results of this study are properly indicative of the complete group, including those who did not respond to the questionnaire.

Bies & Tyler (1993) conducted a study which tested whether or not employees are motivated out of self-interest or perceptions of justice (both distributive and procedural) when they consider suing their employers. A causal analysis indicated (predictably, in view of what has been discussed in this study) that the most important factor for employees considering litigation was whether or not the organisational decision was made using fair procedures. Subjects were surveyed at random - names were selected from a telephone book in a large American city. Americans, it has been suggested, are more prone to litigate than other nationalities (Friedman, 1989), but this study found very few who had actually initiated litigation. The numbers of police employees who have initiated reviews therefore seems surprising until it is remembered that the *Review Committee* is an internal body and not a court of the land. It is characterised by ease of access and the absence of lawyers.

Implications for the Police.

Empirical research has fairly well established that when procedures are fair, employees will have better work-related attitudes, there will be less conflict, more obedience to procedures, greater acceptance of decisions and more commitment to organisational strategies and policies. As has been shown in this study, perceptions of past performance and fairness of the appointment procedure predict the self-efficacy of a large group of managers and middle-managers. Self-efficacious employees will be committed to performing tasks that will assist them in realising their goals. It has also been shown that self-efficacy and satisfaction with the appointment process predict

organisational commitment and overall job satisfaction. Research has consistently shown that these are important variables in predicting job performance. What implications does this have for the police in designing an appointment procedure?

There are two matters that are worth considering when seeking to answer this question. Firstly, in designing a system intended to make appointments, particular consideration must be given to procedures and, especially, the fairness of the procedures. At present the system is weighted towards achieving distributive fairness which is required by the Police Act 1958, section 8. This piece of legislation requires that the person best suited to the job be appointed to a position and the effect seems to be that not as much consideration has been given to determining perceptions of procedural fairness in the development of appointment procedures as has been given to determining the desired outcomes.

The system of making appointment that has recently been put in place (July 1993) has not altered this emphasis. Some procedure has been modified. Input from candidates is better directed in that candidates are invited to submit what is termed a "functional c.v." This is defined as a written report in which the candidate addresses each of the criteria on the Person Specification (Appendix C). However, a document used by selection panels to evaluate the comparative merits of applicants (Appendix G) tends to reduce these complex, job-relevant details to a few brief lines. This invites *inaccuracy*, the most commonly used fairness statement found in this study. The "functional c.v." may be seen as a means of incorporating "voice" into the procedure, but if the exercise of voice is misapplied

or misunderstood in any way to the extent that a perception of inaccuracy results, the benefit will be lost. "Voice" ought not be limited to the presentation of a written submission on the criteria. It also entails being given the opportunity to argue one's case personally at an interview. Failure to conduct interviews was a common argument that was coded against the fairness statement "inconsistency in following precedent or rules". The incorporation of voice needs has been established in the appointment procedures but it remains to be seen whether or not the method of providing written submissions is sufficient to meet the perceived requirement for "voice.". Unfortunately, for a national organisation, there are costs associated with this and in times of budgetary restraints, there is a temptation to "write up" recommendations in ways designed to obviate the need for expenditure.

In addition to the issue of cost, a barrier to the wider use of voice procedures may be mistaken beliefs that (1) voice procedures lead to "frustration effects," or that (2) employees have little additional useful information to contribute to decisions that affect them. To accept either is to miss the point. "Frustration effect" (Folger, 1977) operates contrary to the more usual effect of procedural justice that higher distributive fairness judgements occur under fair procedures. Frustration effects occur under conditions of fair procedures but result in lower distributive fairness judgements and these are rare. They are likely to occur only when there are other reasons to be suspicious of the procedure (Lind & Tyler, 1988). If procedures are fair, there doesn't seem to be any good reason to believe that increasing candidate's access to "voice" will heighten expectations to such an extent that frustrated effort will result in increased

challenges to the system. The second point relates to the conception that employees cannot contribute anything worthwhile. The important point is that employees *believe* that they have something to contribute (Lind & Tyler, 1988).

The second matter is that fair procedures seem to be a low cost way of enhancing organisationally desirable attitudes. This endorsement needs to be honestly applied and not abused. The requirement that candidates submit a "functional c.v." may go towards establishing a *perception* of voice and the organisation may realise the benefits of this perception. If, however, the reality is, or becomes, something different, these benefits will be short-lived. Situations that do produce frustration effects lead not only to non-compliance with desirable organisational goals, but clever non-compliance. As Lind & Tyler (1988) note:

" ... in many instances, sham procedures carry the seeds to their own destruction and ... they seldom accomplish the ends they seek to produce." (p. 202)

This is not to be read as a criticism of the appointment procedure so designed, nor of those responsible for its design, but it is intended as a caution that cynical applications of the rules of procedural fairness to an appointment procedure sow the seeds of the destruction of that system.

The ability to exercise control in relation to their careers is critical for sworn police employees. As a group, sworn police officers tend to have little control over their day-to-day work. But this is paired with a

high level of responsibility. Such a pairing places police staff in a difficult position that is a likely prescription for stress and dissatisfaction. In a study on nurses, another group in a similar low control - high responsibility pairing, Parker (1993) has shown a strong relationship between control self-efficacy and the organisationally relevant variables of dissent and exit. Nurses are in a different situation to police officers in that their training and expertise is portable. This is not largely true for police officers.

It is to be remembered that this is particular group cannot be assumed to be representative of police employees generally and their attitudes, perceptions and beliefs cannot be generalised to the wider police population. It was not the intention of this study to examine the issues investigated in terms of the wider police population and the selection of review applicants for study was deliberate. However, this group were not the only unsuccessful applicants; rather, of all unsuccessful applicants this group chose to have the procedures used in making the particular appointments reviewed. Accordingly, there may be lessons to be derived for the wider police population. As is shown in Table 5, the organisational commitment, job satisfaction and job involvement of the group in this study hovers around the 'unsure' score (see Appendix B). This is a group with a mean length of service of 17.9 years and a substantial majority of whom (76.5%) were supervisors (NCO's, Inspectors and Superintendents) so they are in positions of influence within the organisation.

The just world hypothesis (Lerner, 1977; Lerner & Miller, 1978) proposes that individuals have a need to believe that they live in a

world where people generally get what they deserve. The belief that the world is just enables the individual to confront the physical and social environment as though it were stable and orderly. Without such a belief it becomes difficult for the individual to make a commitment to the pursuit of long-term goals or perhaps even to the socially regulated behaviour of daily life. A central tenet is that people develop a commitment to the notion of deserving, that individuals need to believe in justice. People attempt to earn and deserve their desired goals because they have learned that to do otherwise leads to punishment from others. Thus, the justness of others' fates has implications. When individuals observe unjust treatment of others it is necessary to explain it in terms of the others' deservedness of receiving whatever fate it is that has befallen. If the fate is seen to be undeserved the effect may well be the lowered organisational commitment, job satisfaction and job involvement that has been seen in the group in this study since the primary concern of individuals is with their own world.

As a concluding comment, it is worth indicating that it is not only the individual who suffers at the hands of unfair treatment - the organisation suffers as well. Organisations must address dysfunctional behaviour for the benefit of both. It is not possible to remedy organisational difficulties at the expense of the individuals within the organisation or both will suffer. Perceived just treatment and fairness is necessary for the benefit of both the organisation and the individuals within it.

APPENDIX A

DEVELOPMENT OF FAIRNESS STATEMENTS

APPENDIX A**DEVELOPMENT OF FAIRNESS STATEMENTS**

I had access to six reports that had been submitted by members of the police seeking reviews in respect to three separate appointments. These reports were all from Commissioned Officers - none were from the Constable or NCO ranks. I was familiar with the reports and the outcomes of the reviews. We took time and read the reports. Then, over two sessions, the supervisor and student went through the reports. Each report was taken separately. The argument presented in each report varied considerably. One report was only one page long. The longest was sixteen pages. Because of the greater detail contained in the longest report, it was selected for the initial analysis and will be referred to as Report 1.

Report 1

The report was in five parts; an introduction which set out the broad grounds which, the applicant contended, were the basis for the review; three further sections which went into the grounds in detail; and a concluding section. The following is a description of the grounds for review advanced by the applicant and a descriptive coding developed by, and agreed upon by student and supervisor. The discussion was lengthy and the coding was agreed upon only after we were both were satisfied that the basis for the statement was clearly understood.

Each statement is extracted from the specific arguments advanced by the applicant and can be taken to be central to the particular argument being advanced.

Table 1. Examples of statements giving grounds for review and fairness classifications developed.(Report 1)

Statement	Fairness Classification
1.1 The form of report of the selection panel is inadequate in its comparison of the candidates. The report should be self-contained.	1. Non-objective determination of relative performance.
2.1 The selection of ... as the person best suited ... was based in part on a rating (of ...) at Senior Sergeant level. ... (T)he applicant's performance appraisal ... is as an ... Area Controller.	2..2 Wrong conclusion based on quantified data.
3.1 The panel discusses continued self development on the one hand and then discusses lack of experience on the other. The two are not interdependent and the panel appears to be confusing self development with job performance in the position to be filled.	3.2 Using inconsistent definition for specific criteria to make a comparison.
4.1 The panel makes no real attempt to analyse the merits of one candidate against the other and thus did not enable the Commissioner to make an informed comparative assessment.	4.2.1 Non-objective determination of relative performance. (See 1.2 above). 4.2.2 Insufficient provision of information restricts opportunity for correction.
5.1 ... (T)here is no apparent comparison of the candidates.	5.2 See 1.2 above.
6.1 The panel suggests that ... (certain) matters were identified as being of vital importance. The applicant contends that ... if they used those elements there has still been no comparison of candidates under those headings.	6.2 See 1.2 above.
7.1 The interview is not a test of management principle.	7.2 Over-reliance on interview - a non-objective measure, not able to provide clear comparison.
8.1 ... (T)he applicant takes issue with the statement that his responses to questions were mainly anecdotal.	8.2 Use of an unclear standard in scoring responses.

9.1 The panel states that the applicant "took considerable time to present additional material..."...(and) that the provisional appointee gave a "concise and provisional presentation." The applicant does not accept that some twenty minutes as being considerable...

9.2 Unfair standard in scoring response (as in item 8.2).

10.1 The panel report ... states that one of the applicant's motivations for seeking the vacancy was for "personal reasons".

10.2.1 Introduction and use of unreasonable criterion.

10.2.2 Use of new criterion.

10.2.3 Use of non job-relevant criterion.

11.1 It is the applicant's submission that the duty to act fairly includes an obligation to act consistently with a previous representation.

11.2 Failure to apply established precedent

Report 2

This report was a single page containing 10 succinct paragraphs. The first was by way of introduction. The following eight paragraphs itemised specific grounds and the final (one line) paragraph expressed a concluding statement.

Table 2. Examples of statements giving grounds for review and fairness statements developed (Report 2).

Statements	Fairness statements
1.1 The inclusion of ... and ... was inappropriate in the light of the enquiry into ... The enquiry was resolved with assistance of myself...	1.2 Inappropriate choice of decision maker.
2.1 ...I was asked on entry to the interview whether the panel was acceptable. ... this is poor timing...	2.2 No opportunity to challenge choice of decision maker.
3.1 I am conscious that I am questioning a member who is both my own manager and ...	3.2 Inappropriate choice of decision maker.
4.1 The potential of ... was assessed as greater than myself without reason given.	4.2 Non objective determination of relative performance.
5.1 In the matter of education the incomplete .. degree of ... was assessed as equivalent of my Masters...	5.2 Inaccurate value placed upon qualifications.
6.1 The opportunity for ... to relieve as ... has given him an unfair advantage.	6.2 Over-valuing of criterion.
7.1 An analysis of the report shows that my merit is greater, given a quantification of the subjective comments made.	7.2 Wrong conclusion based on quantification.

Report 3

This was another brief report of nine numbered paragraphs. Most of the report was by way of introductory comment and establishment of the background. Only one ground for review was advanced.

Table 3. Example of statements given as grounds for review and fairness statement developed (Report 3).

Statement	Fairness Statement
I submit that the correct procedure was for the position to be advertised as ... with relevant Position Description and Person Specification available to candidates	Incorrect or incomplete information about the vacancy supplied to candidate.

Report 4

This was a lengthy report of six close-typed pages. The applicant set out five grounds for review on the first page and these were clearly stated. Coding was restricted to these five statements. Later in the report, the applicant referred to each statement and then recorded substantial detail in respect to each. The detail included substantial repetition of the contents of earlier reports as well as greater explanation of the basic grounds set out in his five introductory statements.

Table 4. Example of statements given as grounds for review and fairness statement developed (Report 4).

Statement	Fairness statement
1.1 ... the panel placed undue weight on the interview and in so doing failed to take into account other details of comparative merit.	1.2 Over reliance on interview. 1.3 Non-objective determination of relative performance..
2.1 ...the panel was biased and over-emphasised the provisional appointee's strengths or down played his weaknesses: and that it gave insufficient weight to my experience, knowledge and skills relative to the position.	2.2 See 1.3 above.
3.1 ...the report ... to the Region Commander ... failed to give full and balanced coverage of the comparative merits of applicants and therefore deprived the Commissioner of the ability to reach a full and informed determination as to the best applicant.	3.2 See 1.2 above 3.3 Insufficient provision of information restricts opportunity for correction
4.1 ... the essential and desirable merit criteria set out in the postion description was not followed in that the panel went further seeking to appoint an applicant with a particular leadership style suitable to ...	4.2 Introduction of new criterion
5.1 ... the panel made assessment as to my potential to perform which is unsubstantiated by fact, contrary to supporting evidence and to which the panel is not qualified to judge.	5.2 Inaccurate use of relevant material.

Report 5

This was another lengthy report of 12 close-typed pages which took rather more discussion than the others in order to reach agreement on how to address the issues raised by the applicant. Early in the report the applicant listed seven specific grounds for seeking a review. The report then addressed each of these grounds individually and included one and sometimes two specific submissions in respect of each. The submissions were taken to be central to the arguments presented and the fairness statements were extracted from these submissions.

Table 5. Examples of statements giving grounds for review and fairness classifications developed (Report 5).

Statement	Fairness classification
1.1 ...prior to the interview ... two officers who subsequently formed two of the three man panel .. made manifest their predisposition to the appointment of other ... applicants.	
2.1 As a (member of a minority) I consider I was not afforded the principles outlined in terms of the composition of the panel.	2.2 See 1.2 above.
3.1 The presence of both ... and ... as members of the interview panel disadvantaged me ... and that ... reporting of my response is incorrect and does not reflect my true response.	3.2 See 1.2 above 3.3 Inaccurate recording of oral presentation. 3.4 Non-objective interpretation of presented material.
4.1 Membership of the panel ... acted unfairly in that my responses to (some) questions could be construed as a criticism of their management...	4.2 See 1.2 above
5.1 ... the qualities language and cultural skills ... were minimised in the committee's joint report ...	5.2 See 3.4 above

6.1 ...The the representation on the panel in accordance with the State Sector Act ... would have enhanced the panel's understanding of the cultural issues being presented.

6.2 Minority culture not represented.

7.1 The panel, not being able to understand the gravity and application of this issue ... fell back to the length of service and conventional experience ...

7.2 Criteria applied incorrectly.

8.1 The evaluation reports indicate a bias in the ... reporting of the panel towards the provisional appointee.

8.2 Non-objective determination of relative performance.

9.1 The evaluation reports downplay my qualities in the ... reporting of the panel...

9.2 See 8.2 above.

10.1 ... the ... reports ... are inconsistent with other written material ...

10.2 See 8.2 above.

11.1 ... the preparation of these reports for presentation do not fairly portray my qualities and potential ...

11.2 See 3.4 above.

Report 6

This final report that was considered was also lengthy. It presented material that had been condensed from other material that had previously been under consideration. The applicant advanced two basic grounds for review and then discussed them in detail. In doing this, other grounds were established but the report was complex and, for the purposes of this exercise, difficult and problematic. It was not easy to isolate specific grounds other than those initially advanced.

Table 6. Examples of statements giving grounds for review and fairness classifications developed (Report 6).

Statement	Fairness Classification
1.1 ... it is not sufficient for the panel to state that it has paid attention to the merit considerations and person specifications/postion requirements, without showing in a reasonable manner how it has applied the considerations ...	1.2 Non-objective determination of relative performance
2.1 The panel is obliged to be accurate in their profile summary.	2.2 Inaccurate use of relevant material
3.1 The introduction of other variables into the decision making process is a very dangerous precedent ...	3.2 Introduction on new criteria
4.1 ... the panel inaccurately assessed my performance ... and concentrated their focus on merit principally on this consideration ...	4.2 Unfair standard in scoring. 4.3 Misinterpretation of importance of standard.
5.1 ... the panel's report of ... does not meet the required standard of accountability.	5.2 Non-objective determination of relative performance.

SUMMARY

The fairness statements that were generated are summarised as follows. It is noted that many of the statements that were generated appeared regularly throughout the reports and, on more than one occasion, were repeated more than once, although in different language, in the same report. These statements formed the basis for the development of the coding schedule used in the content analysis that formed the major part of the research.

Non-objective determination of relative performance.

Wrong conclusion based on quantified data.

Using inconsistent definition for specific criteria to make a comparison.

Insufficient provision of information restricts opportunity for correction.

Over-reliance on interview - a non-objective measure, not able to provide clear comparison.

Use of an unclear standard in scoring responses.

Use of unreasonable criterion.

Use of new criterion.

Use of non job-relevant criterion.

Failure to apply established precedent

Inappropriate choice of decision maker.

No opportunity to challenge choice of decision maker.

Inaccurate value placed upon qualifications.

Over-valuing of criterion..

Incorrect or incomplete information about the vacancy supplied to candidate.

Over reliance on interview.

Inaccurate use of relevant material.

Expression of bias by decision makers

Inaccurate recording of oral presentation.

Non-objective interpretation of presented material.

Minority culture not represented.

Criteria applied incorrectly.

Inaccurate use of relevant material

Unfair standard in scoring.

Misinterpretation of importance of standard.

Non-objective determination of relative performance.

FINAL DEVELOPMENT

We then reviewed the statements that had been generated with a view to reducing the length of the coding schedule. This was in order to reduce ambiguity and to place together statements that were similar or connected. Statements were placed together as shown in Table 7.

Table 7. Match of component statements to fairness statements used in coding exercise.

Final category	Component Statements
Selectively using some criteria rather than all documented criteria.	Over-valuing of criterion.
	Criteria applied incorrectly.
Wrong conclusion based on quantified data.	Wrong conclusion based on quantified data.
Restricted opportunity for appeal or correction of decision.	Insufficinet provision of information restricts opportunity for correction.
Over reliance on interview.	Over reliance on interview - a non-objective measure.
Use of unclear or unfair standard in assessing interview responses.	Use of unclear standard in scoring responses.
Use of unreasonable, new or non job relevant criteria.	Use of unreasonable criterion.
	Use of new criterion.
	Use of non-job relevant criterion.
Inconsistency in following precedent.	Failure to apply established precedent.
Incorrect or incomplete information about the vacancy supplied to applicant.	Incorrect or incomplete information about the vacancy supplied to applicant.
Inaccuracy in the use of relevant material to evaluate information, presentation, performance or qualifications.	Inaccurate value placed on qualifications.
	Inaccurate use of relevant material.
	Inaccurate recording or oral presentation.
	Non-objective use of presented material.
	Inaccurate use of relevant material.
	Misinterpretation of the importance of standard.
Decision already made before evaluating applications	Expression of bias by decision makers.
Minority culture or sex not represented.	Minority culture not represented.

The completed coding schedule which was used for the content analysis was therefore drawn up from column 1 above and appeared thus:

CODING SCHEDULE

Code	Descriptor	Total
A	Selectively using some criteria rather than all documented criteria.	
B	Wrong conclusion based on qualified data.	
C	Restricted opportunity for appeal or correction of decision.	
D	Over-reliance on interview.	
E	Use of unclear or unfair standard in assessing interview responses.	
F	Use of unreasonable, new or non job-relevant criteria.	
G	Inconsistency in following precedent.	
H	Inappropriate choice of decision maker.	
I	Incorrect or incomplete information about the vacancy supplied to applicant.	
J	Inaccuracy in use of relevant material to evaluate information, presentation, performance or qualifications.	
K	Decision already made before evaluating applications.	
L	Minority culture or gender not represented.	

The following three codes were added during the content analysis (see Methods section):

M	Unverified material used by panel.	
N	Corruption of panel process by people not involved in the appointment procedure.	
O	Discrimination on account of age, race or gender.	

APPENDIX B

COVERING LETTER AND QUESTIONNAIRE

25 January 1994

Dear fellow member of the police,

May I please ask for your assistance in completing the enclosed questionnaire. It will take **less than 15 minutes** of your time.

I am a member of the police and I am also conducting research towards a Masters degree in Psychology at the University of Canterbury. The research is intended to gather information on the ways that police officers who have been involved in reviewing appointments feel about their work. The objective is to gain some understanding of the processes involved in appointments and reviews and the implications this has, both for the people involved and for the police.

This research is being conducted with the approval of the Assistant Commissioner : Human Resources, the New Zealand Police Association and the New Zealand Police Officers Guild. Consent, pursuant to the Privacy Act 1993, was given to me to access review records.

Your name was selected from a list of members of the police who have sought reviews during the past three years. Your completed questionnaire cannot be identified with you. **Complete confidentiality is guaranteed.**

An envelope is enclosed for you to use to send the completed questionnaire back to me. Please complete the questionnaire promptly and return it to me within the next few days. It may be that you have been absent on leave. No matter! Just return it as promptly as you can.

In due course I will prepare a summary of results from analysis of the questionnaires. If you would like a copy contact me by separate advice on email (jr0449), switched message to CHPOA, network ph 25.3843, or separate mail. This summary will be ready mid year.

May I thank you in anticipation of receiving your help.

Yours faithfully

John Reilly

QUESTIONNAIRE

THE CONTENTS OF THIS FORM ARE ABSOLUTELY CONFIDENTIAL.
INFORMATION THAT MIGHT IDENTIFY THE RESPONDENT WILL
NOT BE DISCLOSED UNDER ANY CIRCUMSTANCES

INSTRUCTIONS

This study seeks to explore a number of issues that affect the way police officers see their work. There are questions that are about how you see your ability to meet goals, how you feel about your job, the way you identify with the police and its values, and how important your job is to you. Your answers are important so I need you to give your honest opinion. Please don't try to read too much into the questions - the way you read the questions first off is important - just answer the question on that basis.

Answer each question as you go and please answer EVERY question.
Circle or mark the appropriate response.

Read each statement carefully and think about how it applies in relation to your PRESENT WORK in the police.

1 I am able to "think on my feet" and respond quickly when
arguing for something I believe I can achieve.

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

2 I am able to maintain my sense of humour in the face of
obstacles to my goals .

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

- 3 I have a good understanding of the "rules" and I am able to work within them to achieve my goals .

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

- 4 When I am working in a group I will assume a leadership role in order to help me meet my own goals.

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

- 5 I am able to establish priorities and plan my work systematically so that achievement of my goals is maximised.

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

- 6 When necessary I will complain about discrimination or poor treatment that has a negative effect on my ability to meet my objectives.

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

7 I am able to gain the knowledge and skills necessary to perform the tasks that will help me achieve the goals I have set for myself.

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

8 I believe that I am able to succeed and achieve my goals

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

TURN THE PAGE.

For the following set of questions please circle the response under each statement that best describes how satisfied or dissatisfied you are.

9 The physical work conditions

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

10 The freedom to choose your own method of working

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

11 Your fellow workers

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

12 The recognition you get for good work

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

13 Your immediate boss

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

14 The amount of responsibility you are given

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

15 Your rate of pay

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

16 Your opportunity to use your abilities

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

17 Industrial relations between managers and workers in the police

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

118 Your chance of promotion

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

19 The way the police is managed

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

20 The attention paid to suggestions you make

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

21 Your hours of work

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

22 The amount of variety in your job

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

23 Your job security

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

24 Now, taking everything into consideration, how do you feel about your job as a whole

I'm extremely dissatisfied	I'm very dissatisfied	I'm moderately dissatisfied	I'm not sure	I'm moderately satisfied	I'm very satisfied	I'm extremely satisfied
----------------------------------	--------------------------	-----------------------------------	--------------	--------------------------------	-----------------------	-------------------------------

TURN THE PAGE

25 If the values of this organisation were different, I would be more attached to this organisation.

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

26 Since joining this organisation, my personal values and those of the organisation have become more similar

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

27 The reason I prefer working for this organisation to others is because of what it stands for, its values

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

28 My attachment to this organisation is primarily based on the similarity of my values and those represented by the organisation

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

29 What the police stands for is important to me

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

30 I am proud to tell others that I am part of this organisation.

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

31 I talk up the police to my friends as a great organisation to work
for

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

32 I feel a sense of "ownership" for this organisation, rather than
just being an employee

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

33 Unless I am rewarded for it in some way, I see no reason to
expend extra effort on behalf of this organisation.

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

34 How hard I work for the organisation is directly linked to how much I am rewarded.

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

35 My private views about the police are different to those I express publicly

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

36 In order for me to get rewarded round here, it is necessary to express the right attitude.

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

TURN THE PAGE

37 The most important things that happen to me involve my
present job

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

38 To me, my job is only a small part of who I am

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

39 I am very much involved personally in my job

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

40 I live, eat and breath my job

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

41 Most of my interests are centred around my job

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

42 I have very strong ties with my job which would be very difficult to break

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

43 Usually I feel detached from my job

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

44 Most of my personal goals are job-oriented

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

45 I consider my job to be central to my existence

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

46 I like to be involved in my job most of the time

I agree very strongly	I agree strongly	I agree	I am unsure	I disagree	I disagree strongly	I disagree very strongly
-----------------------------	---------------------	---------	----------------	------------	------------------------	--------------------------------

PLEASE TURN THE PAGE

47 In your view, how good has your overall performance been on your job?

Extremely poor	Very Poor	Poor	Neither good nor poor	Good	Very good	Extremely good
----------------	-----------	------	-----------------------	------	-----------	----------------

48 Compared to others of your rank and service, how good has your overall job performance been?

Extremely poor	Very Poor	Poor	Neither good nor poor	Good	Very good	Extremely good
----------------	-----------	------	-----------------------	------	-----------	----------------

49 In your view, how would others who know your job well judge your overall performance?

Extremely poor	Very Poor	Poor	Neither good nor poor	Good	Very good	Extremely good
----------------	-----------	------	-----------------------	------	-----------	----------------

50 How satisfied have you been with the typical appointment process used by the police?

Extremely dissatisfied	Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied	Extremely satisfied
------------------------	-------------------	--------------	--------	-----------	----------------	---------------------

51 How satisfied are you with the appointment processes in which you have been involved?

Extremely dissatisfied	Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied	Extremely satisfied
------------------------	-------------------	--------------	--------	-----------	----------------	---------------------

52 In your view, how satisfied have other police officers been with the appointment procedure?

Extremely dissatisfied	Very dissatisfied	Dissatisfied	Unsure	Satisfied	Very satisfied	Extremely satisfied
---------------------------	----------------------	--------------	--------	-----------	-------------------	------------------------

53 In your view, how fair were the procedures used in the typical appointment process used in the police (prior to October 1993)?

Extremely unfair	Very unfair	Unfair	Unsure	Fair	Very fair	Extremely fair
---------------------	----------------	--------	--------	------	-----------	-------------------

54 How fair were the procedures used in the appointment processes that you have been involved in?

Extremely unfair	Very unfair	Unfair	Unsure	Fair	Very fair	Extremely fair
---------------------	----------------	--------	--------	------	-----------	-------------------

55 In your view, how fair would other police officers view the procedures that have been used in appointment processes in the police.

Extremely unfair	Very unfair	Unfair	Unsure	Fair	Very fair	Extremely fair
---------------------	----------------	--------	--------	------	-----------	-------------------

PLEASE TURN THE PAGE

Now for some questions about yourself. Remember, your replies are completely CONFIDENTIAL.

Circle, or mark, the appropriate response or fill in the information required.

1. What is your present rank or position?

Non Sworn

Constable

Detective

Detective Constable

Sergeant

Detective Sergeant

Senior Sergeant

Detective Senior Sergeant

Inspector

Detective Inspector

Chief Inspector

Detective Chief Inspector

Superintendent

Detective Superintendent

2 (a) What is your length of Service in the Police (completed years)?

_____ years

(b) What is your length of service in your present rank (completed years)?

_____ years

3 The last time you submitted an application to review an appointment was (circle the appropriate response):

- no more than 6 months ago
- more than 6 months ago but no more than 1 year ago
- more than 1 year ago but no more than 2 years ago
- more than 2 years ago

4 What is your present posting? (Circle the appropriate description)

- Major metropolitan city area
- Large provincial town (10,000 or over)
- Small town (under 10,000)
- Rural (under 4,000)

4 Your age (circle the appropriate response)

- | | | |
|--------|-----------|--------|
| 20 yrs | but under | 25 yrs |
| 25 yrs | but under | 30yrs |
| 30 yrs | but under | 35 yrs |
| 35 yrs | but under | 40 yrs |
| 40 yrs | but under | 45 yrs |
| 45 yrs | but under | 50 yrs |

6 Your sex (circle the appropriate response)

MALE FEMALE

Finally :

DID YOU ANSWER EVERY QUESTION?

**PLEASE POST THIS AWAY TO ME IN THE PRE-ADDRESSED
ENVELOPE TODAY.**

**John Reilly
Box 2109
Christchurch**

APPENDIX C

SAMPLE POSITION DESCRIPTION AND PERSON SPECIFICATION

NEW ZEALAND POLICE
POSITION DESCRIPTION

POSITION:	Section Supervisor
PURPOSE STATEMENT: <i>Supervises and co-ordinates the operational and administrative functioning of a Section, to improve the safe and efficient use of the roads and contribute to the maintenance and enhancement of public safety and welfare.</i>	
LOCATION(S): RANK: EVALUATION POINTS: APPRAISAL GROUP: JOB DOCUMENTATION REF: PD DATE:	Sergeant 353 NCO 4th Level Manager SGT/SecSup94 August 1994
SIGNED:	<div>..... (Position holder)</div> <div>..... (Supervisor)</div> <div>..... (Date)</div>

ADMINISTRATIVE MANAGEMENT

Provides administrative support in relation to activity area of Section Supervision.

SECTION SUPERVISION:

Promotes the protection of life and property and facilitates the detection and prevention of crime and enhances the safe and efficient use of the roads by maintaining the operational effectiveness of sectional staff by:

- (a) attending, observing and assessing incidents to select and adopt the most appropriate course of action.
- (b) providing an initial Police response to incidents and emergencies.
- (b) co-ordinating the deployment of assigned staff and other resources to effectively meet requirements.
- (c) ensuring staff resolve situations effectively.
- (d) administering delegated portfolios.
- (e) monitoring current and emerging local crime trends to
 - (i) brief staff at line ups
 - (ii) advise and assist Neighbourhood Support Groups.
 - (iii) plan, direct and co-ordinate Section responses and objectives
- (f) liaising with the Victim Support Group Co-ordinator and other support agencies, ensuring staff utilise their services
- (g) allocating resources and equipment
- (h) attending to urgent correspondence in absence of Senior Sergeant or other supervisors.
- (i) establishing and maintaining partnership links between the Police and local communities.

UNIT/SQUAD/SECTION MANAGEMENT

Manages the unit by:

- a) Implementing specific action plans.
- b) Ensuring routine activities/services are completed.
- c) Monitoring & resetting unit directions, procedures & standards.
- d) Providing progress reports.

GENERAL POLICING

Assist in the provision of a Police Service which contributes to the maintenance of a safe, secure, and lawful environment for the public by:

COMMUNITY ORIENTATED POLICING:

- (a) assisting in establishing & maintaining partnership links between the Police and the local communities.

ACTIVITY AREAS FOR PRINCIPAL ACCOUNTABILITIES:**INCIDENT RESPONSE**

(b) providing a supervised Police response to incidents which threaten public safety or order of the rule of law.

(c) assisting in activities directed at minimising the incidence & effects of crime through: crime control strategies, detecting, apprehending & prosecuting suspects, providing support for victims of crime, and supervising other activities which minimise the fear of crime among citizens.

(d) assisting in providing community support & protection during disasters & emergencies

INCIDENT/OPERATION CONTROL

Attends and/or supervises specific incidents or occurrences (in their specified activity area.)

INVESTIGATION MANAGEMENT:

Plans and manages assigned investigations (in their specified activity area.)

HUMAN RESOURCE MANAGEMENT

Manages the Human Resources of the activity area on accordance with the principles of "The Good Employer" by:

- a) selecting and deploying personnel
- b) providing direction & leadership
- c) ensuring the development of competent & motivated staff
- d) dealing with personnel grievances, disputes, morale issues, working conditions or disciplinary problems
- e) completes performance appraisals for staff controlled
- f) ensuring Occupational Safety and Health and EEO policy requirements are met

PLANNING

Prepares plans which support the corporate/region/district unit planning process by developing:

- a) objectives
- b) action plans/strategies
- c) standards
- d) overheads

ACTIVITY AREAS FOR PRINCIPAL ACCOUNTABILITIES:**COMMUNICATION**

- a) Supervises the completion and presentation of written correspondence and reports.
- b) Supervises the preparation and completion of prosecution files, both criminal and traffic, to a High Court Standard.
- c) Submits A.M.S. sheets and analyses returns as required.
- d) Ensures accurate and timely oral communication.

INTERACTION

Develops and maintains liaison and communication networks within the organisation and in the community.

INTERNAL: all other Police personnel.

EXTERNAL: Member of the public, local body groups and organisation, Government Departments, local businesses and retailers, Local Parking staff, local support and interest groups, minority and ethnic communities and organisations.

Maintaining & promoting a positive relationship with media & other interest groups.

NOTE:

The principle accountabilities referred to in this document are to be read in conjunction with:

a) strategic, corporate & district plan, b) current policing strategies, policies & practices, c) statutory requirements, d) general instructions, e) contractual obligations, f) formal delegations.

ORGANISATION CHART

PERSON SPECIFICATION

POSITION: Section Supervisor

LOCATION: Generic

GRADE: Sergeant

DATE: August 1994

POSITION REQUIREMENTS

Weight
1-5

KNOWLEDGE/EXPERIENCE/SKILLS:

- | | |
|--|---|
| 1 A broad based knowledge and experience of Police practice at incidents. | 5 |
| 2 Knowledge and experience of initial control at serious incidents and crime scenes. | 5 |
| 3 Ability to maintain self-control under trying conditions and engender the confidence of other staff. | 5 |
| 4 Demonstrate an ability to assess situations and direct necessary action. | 5 |
| 5 Demonstrate management and leadership skills appropriate for staff with various levels of experience. | 5 |
| 6 Demonstrate ability to motivate and coach staff at various levels of experience. | 5 |
| 7 A good knowledge of legislation relating to the incidents that the position holder would attend. | 4 |
| 8 Demonstrate experience of community involvement. | 4 |
| 9 Ability to conduct training including the preparation of a training day/package. | 3 |
| 10 Knowledge of and commitment to the Strategic Direction of policing and the Corporate Plan. | 3 |
| 11 Knowledge of and commitment to EEO principles and the requirements of the good employer under the State Sector Act. | 3 |
| 12 A good knowledge of sectional correspondence requirements. | 2 |

QUALIFICATIONS

- 1 Completed the promotional examinations for Sergeant rank.
- 2 Completed for Sergeants Management Course.

For selection purposes each of the above requirements will be considered in relation to the following:

- 1 Potential to perform well in the position, given a reasonable period of time for familiarisation and/or training.
- 2 Personal attributes and temperament relevant to the position.
- 3 General health which will allow for the performance of all duties and functions of the position. (A current PCT is a indicator of general health)

APPENDIX D

**POLICE GENERAL INSTRUCTIONS : APPOINTMENT,
TRANSFER AND PROMOTION - SWORN STAFF**

REF: 0790

APPOINTMENT, TRANSFER and PROMOTION - SWORN STAFF

A61 Appointment and Discharge - Recruits

- (1) Recruits are temporary sworn members of Police accepted for training to become probationary constables.
- (2) The O/C, Human Resources, Police National Headquarters, may appoint such numbers of recruits as are required from time to time.
- (3) The selection of suitable persons to be recruits shall rest with the National Co-ordinator: Recruiting, Police National Headquarters. The O/C, Personnel, Police National Headquarters, will make a final decision in the event of a dispute regarding the suitability of a person to be a recruit.
- (4) Any recruit who fails to attain training, physical or any other performance standards may be removed from his or her employment by the Commandant of the Royal New Zealand Police College.

A62 Appointment and Discharge - Probationary Constables

- (1) Probationary constables are temporary sworn members of Police who have successfully completed the recruit course at the Royal New Zealand Police College, but who have yet to complete post graduate studies and any other requirement set by the Training Development Section, Royal New Zealand Police College.
- (2) The Commandant may appoint graduates from recruit courses to be probationary constables and, subject to clauses (3) or (4) hereof, the period of probation shall be two years from the date of that appointment.
- (3) Region Commanders may extend the period of probation for up to six months where a probationer has not met the required standards for appointment to the permanent rank of Constable.
- (4) Region Commanders may appoint probationary constables to the permanent rank of Constable, during or at the end of their probation, provided they have successfully completed an extension studies course, have been satisfactorily reported upon by their supervisors and hold a current PCT certificate.
- (5) A probationary constable who fails to attain any training or other performance standards may be discharged by the O/C, Human Resources.

A63 Commissioner's Right to Transfer Sworn Members

- (1) In accordance with the provisions of the Police Regulations 1959, the Commissioner reserves the right to transfer or appoint sworn members to any position in order to meet the requirements of the Police. In considering such a transfer or appointment,

APPOINTMENT, PROMOTION and TRANSFER - SWORN STAFF: 1

REF: 0790

due regard will be given to:

- the merit of members who have shown interest in the position;
- the member and his or her dependants.

A64 Local Non Advertised Vacancies

(1) Provided there is no resulting shift of a member's household or the incurring of any other transfer expense, Region Commanders may transfer members at existing ranks and levels within ranks to fill local vacancies within their regions up to the rank of Inspector Level 2, without the need to advertise such vacancies.

(2) Local non advertised vacancies may be filled for operational, administrative, welfare or other appropriate reasons.

(3) As soon as practicable after a local non advertised vacancy has been filled, the Region Personnel Officer is to advise the O/C, Personnel.

A65 Locally Advertised Vacancies

(1) Provided there is no resulting shift of a member's household or the incurring of any other transfer expense, Region Commanders may transfer members at existing ranks and levels within ranks to fill vacancies within their regions up to the rank of Inspector Level 2, after first advertising the vacancy locally.

(2) Appointments to locally advertised vacancies are to be based upon the premise of the person best suited to that position.
(See Merit Criteria in Annex One)

(3) Applications for locally advertised vacancies are to be submitted in writing. Region Commanders are to ensure that relevant documentation is prepared in support of decisions to appoint particular applicants.

(4) Details of an appointment to a locally advertised vacancy is to be published locally.

(5) The appointment is provisional for 14 days from the date of publication and, if no application for a review is lodged within the of 14 day period, the appointment is to be confirmed. (See General Instruction A78)

A66 Nationally Advertised Vacancies

(1) Vacancies, other than those dealt with as non or locally advertised vacancies, must be nationally advertised in the Police Gazette.

(2) The O/C, Personnel is to be promptly advised of details of nationally advertised vacancies to enable publication in the Police Gazette at the earliest opportunity.

APPOINTMENT, PROMOTION and TRANSFER - SWORN STAFF: 2

REF: 0790

A67 Application for Nationally Advertised Vacancies

(1) Sworn members who do not have a current PCT certificate (except those who have been formally exempted in accordance with General Instructions) are not eligible to apply for a nationally advertised vacancy.

(2) Members on leave without pay are not eligible for appointment to a nationally advertised vacancy where they cannot take up the appointment within one month (see General Instruction A75).

(3) Position Descriptions and Person Specifications for nationally advertised vacancies may be obtained from the Region Personnel Officer for the region concerned or the Appointments Section, Personnel, Police National Headquarters.

(4) Applications for nationally advertised vacancies are to be submitted in duplicate on the form "Application for Advertised Vacancy" (Police 212).

(5) The applicant should provide full details as to his or her claim to the position, including relevant experience, qualifications, skills and personal attributes. This may be provided as an appendix to the Police 212. A curriculum vitae may also be provided.

(6) The Police 212 (including any attached documentation) is to be submitted to applicant's immediate supervisor for comment, then to a supervising commissioned officer for additional comment.

(7) The original Police 212 is to be sent to the O/C, Personnel, to arrive at Police National Headquarters on or before the closing date. Police National Headquarters will acknowledge receipt of the Police 212. The duplicate is to be returned to the applicant through the Region Personnel Officer.

(8) As a general rule, a successful applicant will not be appointed to any other vacancy at his or her existing rank or level for at least two years.

A68 Late Applications for Nationally Advertised Vacancies

(1) Where it is apparent that an application for a nationally advertised vacancy will not reach Police National Headquarters by the due date, the O/C, Personnel is to be immediately advised of the delay and the expected date of arrival.

(2) Applications submitted after a closing date will not normally be accepted unless the delay can be attributed to exceptional circumstances. Late applications must be accompanied by advice as to the reason for the lateness and the O/C, Personnel will advise the applicant as to whether or not the application has been accepted.

APPOINTMENT, PROMOTION and TRANSFER - SWORN STAFF: 3

REF: 0790

A69 Schedule of Applicants

(1) For each nationally advertised vacancy, the O/C, Personnel will prepare a schedule of all applicants along with a copy of each applicant's latest rating report and a summary of ratings since 1982.

(2) The completed schedule and ratings will be forwarded to the appropriate Region Commander.

A70 Recommendation for Appointment

(1) The Region Commander will arrange for the evaluation of all applicants and the preparation of a written report in support of a recommendation as to the person best suited to the position. (See Merit Criteria in Annex One)

(2) In determining the best person, applicants may be interviewed and other relevant information sought as considered necessary.

(3) Appointments to nationally advertised vacancies up to and including Inspector Level 2, that do not involve promotion, may be made by Region Commanders.

(4) Appointments to nationally advertised vacancies up to an including Senior Sergeant, that involve promotion, may be made by the O/C, Human Resources.

(5) All other commissioned officer appointments will be made by the Commissioner.

A71 Interpretation of Promotion

(1) For the purposes of these General Instructions, promotion means the movement upward between ranks and promotion occurs when a member is appointed to a position carrying a higher rank than that currently held by the member.

(2) The movement upward from one level to another within a rank is not promotion, however, such appointments are reviewable in accordance with the provisions of General Instruction A76.

(3) A promotion which arises from an appointment to a nationally advertised vacancy will take effect from the date the provisional appointment is confirmed.

A72 Criteria For Promotion

(1) No member can be promoted to a higher rank unless the member has passed any necessary qualifying examinations for that rank and successfully completed any qualifying course prescribed for that rank by the Commissioner.

(2) This provision does not apply to a promotion made to a temporary rank.

APPOINTMENT, PROMOTION and TRANSFER - SWORN STAFF: 4

REF: 0790

A73 Provisional Appointment - Nationally Advertised Vacancies

(1) Appointments to nationally advertised positions are provisional for 14 days following publication. If no application for a review is lodged within 14 days, the appointment and/or promotion will be confirmed.

A74 Notification to Successful Applicants

(1) The O/C, Personnel will advise applicants of their provisional appointments to nationally advertised vacancies and, in due course, provide confirmation in writing of appointments and/or promotions. Relevant details will be published in the Police Gazette.

(2) Where an appointment constitutes a promotion to a higher rank, a certificate of promotion will be issued when the provisional appointment is confirmed.

A75 Taking up Appointments

(1) Appointees to nationally advertised vacancies are to be released to enable the appointment to be taken up within one month from the date on which the appointment was confirmed.

(2) The approval of the O/C, Personnel is required where a Region Commander wishes to delay the release of an appointee beyond one month.

A76 Rights of Review

(1) There is no right of review of a decision:

- (a) by the Commissioner to appoint or transfer members in accordance with General Instruction A63.
- (b) by a Region Commander to fill a non advertised vacancy in accordance with General Instruction A64.

(2) Unsuccessful applicants for locally advertised vacancies (General Instruction A65) have the right to a review in accordance with General Instruction A78.

(3) Unsuccessful applicants for nationally advertised vacancies (General Instruction A66) have the right to apply for review in accordance with General Instruction A79, in the following circumstances:

- (a) The member must be qualified for the rank of the advertised position; and
- (b) the appointment constitutes a promotion or increase in level within a rank for the successful applicant; and
- (c) the appointment of the member seeking the review would

APPOINTMENT, PROMOTION and TRANSFER - SWORN STAFF: 5

REF: 0790

have constituted a promotion or increase in level within a rank.

(4) Where an appointment is made to a nationally advertised vacancy and the unsuccessful applicant does not qualify for a review in accordance with the criteria in clause (3) hereof, the unsuccessful applicant has a right of review in the terms of General Instruction A78.

A77 Application for a Review

(1) A member who contemplates seeking a review should first consult the Region Personnel Officer in his or her region for advice on the review procedures and for information regarding how his or her application was viewed in the selection process.

(2) Applications for a review must be received by the O/C, Personnel within 14 days of the date the provisional appointment being published, either locally or in the Police Gazette. Where it is likely that an application will not be received before the expiry of the 14 day period, the O/C, Personnel is to be immediately advised.

(3) Under no circumstances will applications be accepted where they do not comply with the provisions of clause (2) hereof.

(4) The O/C, Personnel will acknowledge receipt and provide the applicant with a copy of all documentation relevant to the appointment. (Specific application in the terms of the Official Information Act 1982 is not required).

A78 Review Procedure - Locally Advertised Vacancies

(1) On receipt of an application for a review of a provisional appointment to a locally advertised vacancy, the O/C, Human Resources (or other independent reviewing officer appointed by the O/C, Human Resources) will determine the procedure for the review.

(2) By a specified date, the applicant will be required to forward to the O/C, Personnel, written submissions as to the matters the applicant wishes the reviewing officer to consider.

(3) The O/C, Human Resources (or other independent reviewing officer appointed by the O/C, Human Resources) will consider the original recommendation for appointment and other supporting information, the applicant's submissions and other relevant information, and will make a recommendation to the Commissioner that may include:

- (a) that the provisional appointment be confirmed; or
- (b) that the provisional appointment be cancelled and referred back to the Commissioner or the appointing officer for further consideration; or

APPOINTMENT, PROMOTION and TRANSFER - SWORN STAFF: 6

REF: 0790

(c) any other means of addressing the issue.

(4) The O/C, Personnel will notify the applicant of the determination of the review and take any necessary administrative action arising from the determination.

(5) The determination is final and there shall be no further right of review.

A79 Review Procedure - Nationally Advertised Vacancies

(1) On receipt of an application for a review of a provisional appointment to a nationally advertised vacancy, the O/C, Human Resources will appoint a Review Committee to undertake the review. The Committee will comprise of:

- (a) a nominee of the appropriate service organisation after consultation with that organisation;
- (b) a member representing the Commissioner; and
- (c) an independent chairperson.

(2) No member of any interviewing panel associated with the appointment under review can be appointed to the corresponding Review Committee.

(3) The O/C, Personnel will set a specific date for receipt of the applicant's written submissions (in triplicate) concerning the non appointment to the position and, on receipt of these documents, forward them to the Review Committee chairperson.

(4) The chairperson will determine the procedures that the Committee will follow in conducting the review, including whether or not to hear any of the parties in person.

(5) If a hearing is to be held, neither party may be represented by a practising barrister or solicitor, however the applicant may be assisted by a supporter.

(6) In accordance with the review procedure, the Review Committee will consider the original recommendation for appointment, the applicant's submissions, including any other relevant information provided by the applicant and shall make a determination appropriate to the merits of the case.

(7) Based upon its deliberations, the Review Committee will make a recommendation to the Commissioner that may include:

- (a) that the provisional appointment be confirmed; or
- (b) that the provisional appointment be cancelled and referred back to the Commissioner or the appointing officer for further consideration; or

APPOINTMENT, PROMOTION and TRANSFER - SWORN STAFF: 7

REF: 0790

(c) any other means of addressing the issue.

(8) The Commissioner may accept the recommendation of the Review Committee or otherwise.

(9) The applicant and the provisional appointee will be advised of the Commissioner's decision and, except where a provisional appointment has been cancelled and the position re-advertised, the commissioner's decision will be final.

(10) Every endeavour is to be made to determine a review within six weeks of receipt of the review application.

A80 Appointments Involving Promotion to Temporary Ranks

(1) For special purposes, members may be promoted or appointed to a temporary rank. Members holding such temporary rank will revert to substantive rank on vacating the position attracting the temporary rank.

(2) Promotions to temporary commissioned rank will be made by the Commissioner. Promotion to temporary noncommissioned rank may be made by the O/C, Human Resources.

(3) The holder of a temporary rank is to be paid the salary appropriate to that rank and is entitled to the conditions of employment specified for that rank.

A81 Transfer for Welfare or Other Reasons

(1) Members seeking a transfer for welfare or other reasons, who cannot achieve a transfer through applications for advertised vacancies, may apply to the O/C, Human Resources for such a transfer.

(2) Members so transferred will not be refunded transfer expenses except with the specific approval of the O/C, Human Resources.

A82 Appointment of Senior Constables

(1) A constable holding that rank for a continuous period of 14 years may be designated Senior Constable by the O/C, Human Resources.

(2) For the purposes of clause (1) hereof, any period of service as a temporary constable or cadet may be included in the 14 years qualifying period but no member shall be designated senior constable who has not been permanently appointed as a constable.

A83 Appointment and Discharge of Temporary Sworn Members

(1) Temporary sworn members (other than recruits and probationary constables) may be employed to perform police functions where the need does not warrant permanent employees or where the employment is for a special purpose.

APPOINTMENT, PROMOTION and TRANSFER - SWORN STAFF: 8

REF: 0790

(2) Region Commanders may appoint suitable persons as temporary sworn members within their commands as:

- matrons;
- jailers;
- prisoner escorts.

(3) The O/C, Human Resources may appoint temporary members for special purposes approved by the Commissioner.

(4) Temporary sworn members shall be paid at such rates as may be fixed from time to time by the Commissioner.

(5) Temporary members may be discharged, by a Region Commander or the O/C Human Resources, when their services are no longer required.

A84 Appointment of Constables - Part Time

(1) The O/C, Human Resources may appoint constables for part time duty in the following circumstances:

(a) For service at any place or in any position where there is not sufficient work to warrant a full time appointment; or

(b) For the purpose of supplementing full time constables where the nature and volume of work warrants such appointment.

(2) The duties and conditions of employment of such constables will be set by the O/C, Human Resources. Their remuneration will be set by the Commissioner.

A85 Administration

(1) The O/C, Personnel, Police National Headquarters, has administrative responsibility for the General Instruction section entitled "Appointment, Promotion and Transfer - Sworn Staff".

APPENDIX E

**POLICE GENERAL INSTRUCTIONS : MERIT CRITERIA AND
GUIDELINES FOR INTERVIEWING APPLICANTS**

REF: 0790

ANNEX ONE

Merit Criteria

(General Instructions A65 and A70)

(1) For the purposes of section 8 of the Police Act 1958, the best person suited to a position is the applicant who, in the opinion of the Commissioner, is the person who will, within a reasonable period of time allowed for familiarisation and/or training, best carry out the duties, exercise the authorities and carry the responsibilities of the position.

(2) The following considerations shall be taken into account when determining the person best suited to the position:

- (a) the potential perceived in the member to perform well in the position;
- (b) the demonstrated conduct, efficiency, intelligence, zeal and integrity in carrying out of the member's present or previous duties;
- (c) well performed practical experience, knowledge and skills relevant to the position;
- (d) the personal attributes and temperament of the member relevant to the position;
- (e) the ability to control and direct subordinates;
- (f) educational or other qualifications relevant to the position;
- (g) the length of service of the member when it is significantly longer than other applicants;
- (h) the ability to comply with such standards of medical and physical health as may be prescribed by the Commissioner and the readiness to serve in any part of New Zealand.

(3) Provided that no member shall be promoted unless he or she has passed any necessary qualifying examination and successfully attended any qualifying course prescribed by the Commissioner.

REF: 0790

ANNEX TWO

Guidelines for Interviewing Applicants

(General Instruction A70)

Introduction:

(1) Where it is decided to interview applicants for an advertised vacancy, The Region Commander (or a nominee) is to appoint an interview panel to assist in the selection of the person best suited to the position in the terms of the merit criteria prescribed in Annex One.

(2) The composition of an interview panel, conduct of interviews and preparation of documentation supporting any recommendation should be in accordance with these guidelines.

Composition of Interview Panels:

(1) When appointing interview panel members, cognisance must be taken of any EEO requirements prescribed by the Commissioner.

(2) Ideally, the panel should comprise three persons. Panels with fewer than three do not usually provide a wide enough perspective and those with more than 3 can be unwieldy and intimidating for the interviewee.

(3) One member of the panel should be the supervisor of the position to be filled.

(4) When appointing a panel, care should be taken to ensure that local applicants are not afforded an unfair advantage over other applicants. To avoid this, at least one member of the panel should be from outside the immediate location where the vacancy exists.

(5) A commissioned officer (or nonsworn equivalent) is to be appointed chairperson. However, no person should be appointed chairperson, if he or she has previously made a comparison of two or more of the applicants under consideration, in the context of that particular vacancy.

Interview Procedure:

(1) On receipt of the vacancy schedule, the interview panel is to consider all the applicants for the position and then determine which applicants it will be necessary to interview.

(2) Applicants who do not have strong claims for the position based on the merit criteria and who would not significantly improve those claims at an interview, need not be interviewed. However, where the panel are undecided, the benefit of any doubt should go to the applicant and an interview granted.

REF: 0790

(3) Applicants not called for an interview should be advised of that decision.

(4) Each applicant to be interviewed is to be advised of the date, time, venue, composition of the panel and any special requirements for the interview. Adequate notice is to be given to applicants to enable them to prepare for the interview.

(5) In preparation for the interview, the panel should identify the requirements of the position that are considered essential and those that are desirable from the Position Description.

(6) A number of predetermined questions should be framed, designed to measure how closely each applicant meets those key requirements. (The questions should not be formulated with a view to re-examining on matters that have already been contained in promotion examination syllabi). The same core questions should be put to all applicants interviewed so that a comparison can be drawn from the responses, however this does not exclude questions designed to elicit specific information about the individual circumstances of applicants.

(7) The interview should not be an interrogation. The applicant should be allowed to present to the panel any information thought by the applicant to be relevant to the selection process. Each applicant should be asked if there are any aspects of the interviewing process that they perceive as being a disadvantage to them.

(8) Following the completion of the interviews, the panel is to evaluate the information gathered about each applicant interviewed; firstly in relation to each of the essential and desirable requirements of the position that have been identified earlier; and secondly in relation to the merit criteria laid down in Annex One that are relevant but that have not been addressed earlier.

(9) The panel should then identify the applicant who in its opinion is the person best suited to the position and a second choice.

(10) Numerically based systems of evaluating applicants are to be avoided.

(11) The final step is the preparation of a written report to the appropriate approving officer, recommending the appointment of the preferred applicant.

Recommendation for Appointment:

(1) The recommendation should be set out in the following format.

Vacancy No: _____ Position: _____

APPENDIX F

SAMPLE APPLICANT EVALUATION

Appendix 1

SAMPLE ONLY

NEW ZEALAND POLICE EVALUATION OF APPLICANT

NAME OF APPLICANT	CONSTABLE B J BLOGGS
-------------------	----------------------

VACANCY NO	93/N/21	POSITION	SECTIONAL SERGEANT CHRISTCHURCH	POSITION/ REFERENCE	SGT/Sec
------------	---------	----------	---------------------------------	---------------------	---------

WEIGHTING
SCALE 1-5RATING SCALE
0-5 WITH 5 AS IDEAL

WEIGHT	PERSON SPECIFICATION COMPONENTS	REMARKS	SCORE	WEIGHT x SCORE
5	1 A broad based knowledge and experience of Police practice at incidents.	Extensive years experience in both small and large stations, all well-reported.	4	20
5	2 Knowledge and experience of initial control at serious incidents.	Relieved as sectional Sergeant in a city environment and attended several major incidents as O/C. Rated as commendable.	4½	22½
5	3 Ability to maintain self-control under trying conditions and engender the confidence of other staff.	Well reported for performance in the field by staff.	4	20
5	4 Demonstrate an ability to assess situations and direct necessary action.	Has demonstrated this in relieving Sergeant capacity (Gay Rights Demonstration).	4	20
5	5 Demonstrate management and leadership skills appropriate for staff with various levels of experience.	Has shown ability in these areas and seen as having considerable potential.	4	20
5	6 Demonstrate ability to motivate and coach staff at various levels of experience.	Has had limited experience in these roles but has the potential.	3	15
4	7 A good knowledge of legislation relating to the incidents that the position holder would attend.	Good all-round knowledge, which is indicated in performance appraisal comments on correspondence.	3	12
4	8 Demonstrate experience of community involvement.	Outstanding commitment shown through leading community fundraising and Police/Community projects. Rated as 4.6 in latest performance appraisal.	5	20
3	9 Ability to conduct training including the preparation of a training day/package.	Has no experience in conducting training. Seen as having potential.	2½	7½
3	10 Knowledge of and commitment to the corporate plan.	Has indicated understanding of the Corporate Plan and has shown commitment to community policing.	4	12
3	11 Knowledge of and commitment to EEO principles and the requirements of the good employer under the State Sector Act.	Indicates limited knowledge of these principles.	2	6
2	12 A thorough knowledge of sectional correspondence requirements.	Has a good understanding of these requirements. Rated at 3 in latest performance appraisal.	3½	7
TOTAL			TOTAL SCORE	182

CONTINUE ON SECOND SHEET IF NECESSARY

APPENDIX G

APPLICANT EVALUATION FORM



endix 1

NEW ZEALAND POLICE EVALUATION OF APPLICANT

NAME OF APPLICANT	
-------------------	--

VACANCY NO		POSITION		POSITION/REFERENCE	
------------	--	----------	--	--------------------	--

WEIGHTING SCALE 1-5		RATING SCALE 0-5 WITH 5 AS IDEAL		
WEIGHT	PERSON SPECIFICATION COMPONENTS	REMARKS	SCORE	WEIGHT x SCORE
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	10			
			TOTAL SCORE	

CONTINUE ON SECOND SHEET IF NECESSARY

ACKNOWLEDGEMENTS

I owe a debt of gratitude to a large number of people who have contributed in many ways towards this study. Most I have thanked personally and to those whom I may have overlooked I apologise and know that you will forgive me. There are some people though, whom I need to mention particularly because of the significance of their contribution:

DR MING SINGER, my supervisor, who has been an inspiration. Ming has been unfailingly helpful as I have struggled my way towards completion. Most importantly, I thank Ming for her encouragement and support at times when I thought I had taken on more than I was capable of achieving;

SUPERINTENDENT LINDSAY HUNTER, whose active involvement when the study was getting underway was invaluable in gaining me the support essential to doing the content analysis; and then, with Kay, was a generous and gracious host while I conducted the research;

ASSISTANT COMMISSIONER IAN HOLYOAKE and SUPERINTENDENT LAURIE DALZIEL whose encouragement has been particularly valued;

Mr DAVE ALLISON and the Police Headquarters Personnel Section staff; and Ms KARYN WILLETTS, Police National Headquarters, for their much valued contribution to this study;

DANIELLE SEMINIUK, my co-rater. We had an intense and pressure-filled week in a rather closed and cramped environment. Danielle was kind and courteous, honest and forthright, patient and tolerant. She brought knowledge and wisdom and kept me honest. I couldn't have hoped for a better co-worker;

Not least of all, KAREN, my wonderful wife, who has tolerated eight years of having a part time student in the house whose contribution to the important things in family life has, as a consequence, been less than total or desirable.

REFERENCES

- ADAMS, J. (1963). Toward an understanding of inequity. *Journal of Abnormal and Social Psychology*, 67, 422 - 436.
- ADAMS, J. (1965). Inequity in social exchange. In L. Berkowitz (Ed.). *Advances in Experimental Social Psychology (Vol 2)*. New York: Academic Press.
- AMBROSE, M. L. & KULIK, C. T. (1989). The influence of social comparisons on perceptions of procedural fairness. *Journal of Business and Psychology*, 4, 129 - 138.
- ASTIN, H. S. & LELAND, C. (1991). *Women of Influence, Women of Vision*. San Francisco, CA: Jossey-Bass.
- AYERS, L. R. (1992). Perceptions of affirmative action among its beneficiaries. *Social Justice Research*, 5, 223 - 238.
- BANDURA, A. (1986). *Social Foundations of Thought and Action*. Englewood Cliffs, NJ: Prentice-Hall.
- BANDURA, A. (1989a). A social cognitive theory of action. In J. P. Forgas & J. M. Innes (eds.). *Recent Advances in Social Psychology: An International Perspective*. North Holland: Elsevier.

BANDURA, A. (1989b). Perceived self-efficacy in the exercise of personal agency. *Psychologist*, 2, 411 - 424.

BANDURA, A. & WOOD, R. E. (1989). Effect of perceived controllability and performance standards on self-regulation of complex decision making. *Journal of Personality and Social Psychology*, 56, 805 - 814.

BANKS, M. H. & HENRY, P. (1993). Change and stability in employment commitment. *Journal of Occupational and Organizational Psychology*, 66, 177 - 184.

BARRETT-HOWARD, E. & TYLER, T. R. (1986). Procedural justice as criterion in allocation decisions. *Journal of Personality and Social Psychology*, 50, 296 - 304.

BENNETT, R. R. (1984). Becoming blue: A longitudinal study of police recruit occupational socialization. *Journal of Police Science and Administration*, 12, 47 - 58.

BETZ, N. E. & HACKETT, G. (1981). The relationship of career related self-efficacy expectations to perceived career options in college women and men. *Journal of Counseling Psychology*, 28, 399 - 410.

BETZ, N. E. & HACKETT, G. (1986). Applications of self-efficacy theory to understanding career choice behavior. *Journal of Social and Clinical Psychology*, 72, 251 - 262.

-
- BIES, R. J. & TYLER, T. R. (1993). The "litigation mentality" in organizations: A test of alternative psychological explanations. *Organization Science*, 4, 352 - 366.
- BLAU, P. M. (1964). *Exchange and Power in Social Life*, New York: Wiley.
- BROCKNER, J. & TYLER, T. R. (1992). The influence of prior commitment to an institution on reactions to perceived unfairness: The higher they are the harder they fall. *Administrative Science Quarterly*, 37, 241 - 261.
- BROWN, R. (1986). *Social Psychology: The Second Edition*. New York: Free Press.
- BROWN, S. P., CRON, W. L. & LEIGH, T. W. (1993). Do feelings of success mediate sales performance-work attitude relationships? *Journal of the Academy of Marketing Science*, 21, 91 - 100.
- BUTLER, A. J. & COCHRANE, R. (1977). An examination of some elements of the personality of police officers and their implications. *Journal of Police Science and Administration*, 5, 441 - 450.
- CARLSON, H. M. & SUTTON, M. S. (1975). The effects of different police roles on attitudes and values. *Journal of Psychology*, 91, 57 - 64.

- CHOWDHURY, J. (1993). The motivational impact of sales quotas on effort. *Journal of Marketing Research*, 30, 28 - 41.
- COATES, D. & PENROD, S. (1980 -,81). Social psychology and the emergence of disputes. *Law and Society Review*, 15, 654 - 680.
- COLADARCI, T. (1992). Teacher's sense of efficacy and commitment to teaching. *Journal of Experimental Education*, 60, 323 - 337.
- CROSBY, F. (1976). A model of egoistical relative deprivation. *Psychological Review*, 83, 85 - 113.
- CROSBY, F. (1982) *Relative Deprivation and Working Women*. New York: Oxford University Press.
- CROSBY, F. (1984). Relative deprivation in organizational settings. In B. M. Staw and L. L. Cummings (Eds.). *Research in Organizational Behavior (Vol 6)*. Greenwich CT: JAI Press.
- DANE, F. C. (1990). *Research Methods*. Pacific Grove, CA: Brooks/Cole
- de VAUS, D. A. (1990). *Surveys in Social Research (2nd edn)*. Sydney: Allen & Unwin.
- DEUTSCH, M. (1985). *Distributive Justice*. New Haven CT: Yale University Press.

-
- DUBINSKY, A. J. & LEVY, M. (1989). Influence of organizational fairness on work outcomes of retail salespeople. *Journal of Retailing*, 65, 221 - 252.
- FESTINGER, W. L. F., ABEL, R. L. & SARAT, A. (1980 - 81). The emergence and transformation of disputes : Naming, blaming claiming. *Law and Society Review*, 15, 631 - 654.
- FIELDING, N. G. & FIELDING, J. (1991). Police attitudes to crime and punishment: Certainties and dilemmas. *British Journal of Criminology*, 31, 39 - 53.
- FOLGER, R. (1977). Distributive and procedural justice: Combined impact of "voice" and improvement on experienced inequity. *Journal of Personality and Social Psychology*, 35, 109 - 119.
- FOLGER, R. & KONOVSKY, M. A. (1989). Effects of procedural and distributive justice reactions to pay raise decisions. *Academy of Management Journal*, 32, 115 - 130.
- FRETZ, B. R., KLUGE, N. A. & OSSANA, S. M. (1989). Intervention targets for reducing pre-retirement anxiety and depression. *Journal of Counseling Psychology*, 36, 301 - 307.
- FRIEDMAN, L. M. (1989). Litigation and society. In W. R. Scott & J. Blake (Eds.). *Annual Review of Sociology*, Vol. 15. Palo Alto, CA: Annual Review Inc.

-
- GILLILAND, S. W. (1993). The perceived fairness of selection systems: An organizational justice perspective. *Academy of Management Review*, 18, 694 - 734.
- GORDON, M. E. & FRYXELL, G. E. (1989). Voluntariness of association as a moderator of the importance of procedural and distributive justice. *Journal of Applied Social Psychology*, 19, 993 - 1009.
- GREENBERG, J. (1986). Determinants of fairness in performance evaluations. *Journal of Applied Psychology*, 71, 340 - 342.
- GREENBERG, J. (1987a). A taxonomy of organizational justice theories. *Academy of Management Review*, 12, 9 - 22.
- GREENBERG, J. (1987b). Reactions to procedural injustice in payment distributions: Do the means justify the ends? *Journal of Applied Psychology*, 72, 55 - 61.
- GREENBERG, J. (1987c). Using diaries to promote procedural justice in performance appraisals. *Social Justice Research*, 1, 219 - 324.
- GREENBERG, J. (1988). Equity and workplace status: a field experiment. *Journal of Applied Psychology*, 73, 606 - 613.
- GREENBERG, J. (1990). Looking fair vs being fair: Managing impressions of organizational justice. In B. M. Staw & L. L. Cummings (Eds.). *Research in Organizational Behaviour*, Vol 12, Greenwich CT: JAI Press.

GREENBERG, J. (1993). Justice and organizational citizenship: A commentary on the state of the science. *Employee Responsibilities and Rights Journal* 6, 249 - 256.

HACKETT, G. & BETZ, N. E. (1981). A self-efficacy approach to the career development of women. *Journal of Vocational Behavior*, 18, 326 - 339.

HACKETT, G., BETZ, N. E. & DOTY, M. S. (1985). The development of a taxonomy of career competencies for professional women. *Sex Roles*, 12, 393 - 409.

HADEY, B. (1991). Distributive justice and occupational incomes: Perceptions of justice determine perceptions of fact. *British Journal of Sociology*, 42, 581 - 596.

HENNE, D. & LOCKE, E. A. (1985). Job dissatisfaction: What are the consequences. *International Journal of Psychology*, 20, 221 - 240.

HOLSTI, D. R. (1968). Content analysis. In G. Lindzey & A. Aronson (Eds.). *The Handbook of Social Psychology*, 2nd edn. Reading, MA. Addison-Wesley

HOM, P., KATERBERG, R. & HULIN, C. (1979). Comparative examination of three approaches to the prediction of turnover. *Journal of Applied Psychology*, 64, 280 - 290.

- HOWARD, G. S. (1994). Why do people say nasty things about self-reports? *Journal of Organizational Behavior*, 15, 399 - 404.
- KABANOFF, B. (1991). Equity, equality, power and conflict. *Academy of Management Review*, 16, 416 - 441.
- KANUNGO, R. (1981). Work alienation and involvement: problems and prospects. *International Review of Applied Psychology*, 30, 1 - 15.
- KANUNGO, R. N. (1982). Measurement of job and work involvement. *Journal of Applied Psychology*, 67, 341 - 349.
- KELLEY, H. H. & THIBAUT, J. W. (1978). *Interpersonal Relations: A Theory of Interdependence*. New York: Wiley.
- KONOVSKY, M. A., FOLGER, R. & CROPANZANO, R. (1987). Relative effects of procedural and distributive justice on employee attitudes. *Representative Research in Social Psychology*, 17, 15 - 24.
- KRIPPENDORFF, K. (1980). *Content Analysis; an Introduction to its Methodology*. Beverly Hills: Sage.
- LEANA, C. R., LOCKE, E. A. & SCHWEIGER, D. M. (1990). Fact and fiction in analyzing research on participative decision making: A cognitive critique of Cotton, Vollrath, Froggatt, Lengnick-Hall & Jennings. *Academy of Management Review*, 15, 137 - 146.

-
- LEE, T. W. & MOWDAY, R. T. (1987). Voluntarily leaving an organization: An empirical investigation of Steers and Mowday's model of turnover. *Academy of Management Journal*, **30**, 721 - 743.
- LEFKOWITZ, J. (1975) Psychological attributes of policemen: A review of research and opinion. *Journal of Social Issues*, **31**, 3 - 26.
- LEE, T. W. (1988). How job dissatisfaction leads to employee turnover. *Journal of Business and Psychology*, **2**, 263 - 271.
- LENT, R. W. & HACKETT, G. (1987). Career self-efficacy: empirical status and future directions. *Journal of Vocational Behavior*, **30**, 347 - 382.
- LERNER, M. J. (1977). The justice motive: Some hypotheses as to its origin and forms. *Journal of Personality*, **45**, 1 - 52.
- LERNER, M. J. & MILLER, D. T. (1978). Just world research and the attribution process: looking back and ahead. *Psychological Bulletin*, **85**, 1030 - 1051.
- LEVANTHAL, G. S. (1976). The distribution of rewards and resources in groups and organizations. In L. Berkowitz and E. Walster, (Eds.), *Equity Theory: Towards a General Theory of Social Interaction. Advances in Experimental Social Psychology (Vol. 9)*. New York: Academic Press.

- LEVANTHAL, G. S. (1980). What should be done with equity theory? New approaches to the study of fairness in social relationships. In K. Gergen, M. Greenberg & R. Willis (Eds.). *Social Exchange: Advances in Theory and Research*. New York: Plenum Press.
- LEVENTHAL, G. S., KANUZA, J. & FRY, W. R. (1980). Beyond fairness: A theory of allocation preferences. In G. Mikula (Ed.). *Justice and Social Interaction*. New York: Springer-Verlag.
- LIND, E. A., KURTZ, S., MUSANTE, L., WALKER, L. & THIBAUT, J. W. (1980). Procedure and outcome effects on reactions to adjudicated resolution conflicts of interest. *Journal of Personality and Social Psychology*, 39, 643 - 653.
- LIND, E. A. & TYLER, T. R. (1988). *The Social Psychology of Procedural Justice*. New York: Plenum.
- LOCKE, E. A. (1976). Job satisfaction and job performance. In M. D. Dunnette (Ed.). *Handbook of Industrial and Organizational Psychology*. Chicago IL: Rand McNally.
- LOCKE, E. A. (1984) Job satisfaction. In M. Gruneberg & T. Wall (Eds.). *Social Psychology and Organizational Behavior*. Chichester: Wiley.
- LOCKE, E. A. & LATHAM, G. P. (1990). Work motivation and satisfaction: Light at the end of the tunnel. *Psychological Science*, 1, 240 - 246.

-
- LOSCOCO, K. A. & KALLEBERG, A. L. (1988). Age and the meaning of work in the United States and Japan. *Social Forces*, **67**, 337 - 356.
- MCCAUL, K. D., O'NEILL, K. & GLASGOW, R. E. (1988). Predicting the performance of dental hygiene behaviors: An examination of the Fisher and Ajzen model of self-efficacy expectations. *Journal of Applied Social Psychology*, **18**, 114 - 128..
- MCENRUE, M. P. (1989). The perceived fairness of managerial promotion practices. *Human Relations*, **42**, 815 - 827.
- McFARLIN, D. B. & SWEENEY, P. D. (1992). Distributive and procedural justice as predictors of satisfaction with personal and organizational outcomes. *Academy of Management Journal*, **35**, 626 - 637.
- Mansell v. Commissioner of Police and Another. High Court of New Zealand, Wellington, 19 & 20 October 1993, Unreported, No 807/92.
- MATHIEU, J. E. & FARR, J. L. (1991). Further evidence for the discriminant validity of measures of organizational commitment, job involvement and job satisfaction. *Journal of Applied Psychology*, **76**, 127 - 133.
- MATHIEU, P. S., SOWA, C. J. & NILES, S. G. (1993). Difference in career self-efficacy among women. *Journal of Career Development*, **19**, 187 - 196.

MEINDL, J. R. (1989). Managing to be fair: An exploration of values, motives and leadership. *Administrative Science Quarterly*, **34**, 252 - 276.

MILES, M. B. & HUBERMAN, A. M. (1984). *Qualitative Data Analysis*. Beverly Hills CA: Sage.

MOORMAN, R. H., NICHOFF, B. P. & ORGAN, D. W. (1993). Treating employees fairly and organizational citizenship behavior: Sorting the effects of job satisfaction, organizational commitment and procedural justice. *Employee Responsibilities and Rights Journal*, **6**, 209 - 225.

MOWDAY, R. T., PORTER, L. W. & STEERS, R. M. (1981). *Employee - Organization Linkages*. New York: Academic Press.

NEVILL, D. D. & SCHLECKER, D. I. (1988). The relation of self-efficacy and assertiveness to willingness to engage in traditional/non-traditional career activities. *Psychology of Women Quarterly*, **12**, 91 - 98.

NIEHOFF, B. P., ENZ, C. A. & GROVER, R. A. (1990). The impact of top-management actions on employee attitudes and perceptions. *Group and Organization Studies*, **15**, 337 - 352.

O'DRISCOLL, M. P. (1987). Attitudes to the job and organization among new recruits: Influence of perceived job characteristics

and organizational structure. *Applied Psychology: an International Review*, **36**, 133 - 145.

OPPENHEIM, A. N. (1992). *Questionnaire Design, Interviewing and Attitude*. London: Pinter.

O'REILLY, C. A. (1991). Organizational behavior: Where we've been, where we're going. *Annual Review of Psychology*, **42**, 427 - 458.

O'REILLY, C. & CHATMAN, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification and internalization on prosocial behavior. *Journal of Applied Psychology*, **71**, 492 - 499.

OSIPOW, R. H. (1991). Developing instruments for use in counseling. *Journal of Counseling and Development*, **70**, 322 - 326.

OZER, E. M. & BANDURA, A. (1990). Mechanisms governing empowerment effects: A self-efficacy analysis. *Journal of Personality and Social Psychology*, **58**, 472, 486.

PARKER, L. E. (1993). When to fix it and when to leave: Relationships among perceived control, self efficacy, dissent and exit. *Journal of Applied Psychology*, **79**, 949 - 959.

PODSAKOFF, P. M. & ORGAN, D. W. (1986). Self reports in organizational research: Problems and prospects. *Journal of Management*, **12**, 531 - 544.

PORTER, L., STEERS, R., MOWDAY, R. & BOULIAN, P. (1974). Organizational commitment, job satisfaction and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59, 603 - 609.

ROBINOWITZ, S. & HALL, D. (1977). Organizational research on job involvement. *Psychological Bulletin*, 84, 265 - 288.

ROKEACH, M. (1971). The measurement of values and the value system. In G. Abcurian and J. W. Soule (Eds.). *Social Psychology and Political Behavior: Problems and Prospects*. Columbus OH: Merrill.

ROONEY, R. A. & OSIPOW, S. H. (1992). Task specific self-efficacy scale: The development and validation of a prototype. *Journal of Vocational Behavior*, 40, 14 - 32.

ROSIN, H. M. & KORABIK, K. (1991). Workplace variables, affective responses, and intention to leave among women managers. *Journal of Occupational Psychology*, 76, 127 - 133.

RUSINSKI, K. A., TYLER, T. R. & FRIDKIN, K. (1985). Exploring dimensions of legitimacy: The mediating effects of personal and non-personal legitimacy on leadership endorsement and system support. *Journal of Personality and Social Psychology*, 49, 386 - 394.

-
- SALEH, S. & HOSEK, J. (1981). Job involvement: concepts and measurements. *Academy of Management Journal*, 19, 213 - 224.
- SADRI, G. & ROBERTSON, I. T. (1993). Self-efficacy and work-related behavior: A review and meta-analysis. *Applied Psychology, An International Review*, 42, 139 - 152.
- SASHKIN, M. & WILLIAMS, R. I. (1990). Does fairness make a difference? *Organizational Dynamics*, 19, 56 - 71.
- SCHMITT, N. (1994). Method bias: the importance of theory and measurement. *Journal of Organizational Behavior*, 15, 393 - 398.
- SELANCIK, G. R. & PFEFFER, J. (1977). An examination of need - satisfaction models of job attitudes. *Administrative Science Quarterly*, 22, 427 - 456.
- SHEPPARD, B. H. & LEWICKI, R. J. (1987). Toward general principles of managerial fairness. *Social Justice Research*, 1, 161 - 176.
- SHORE, L. M., NEWTON, L. A. & THORNTON, G. C. (1990). Job and organizational attitudes in relation to employee behavioural intentions. *Journal of Organizational Behavior*, 11, 57 - 67.
- SHORE, L. M. & MARTIN, H. J. (1989). Job satisfaction and organisational commitment in relation to work performance and turnover intentions. *Human Relations*, 42, 625 - 638.

SINGER, M. S. (1990). Determinants of perceived fairness in selection practices: An organizational justice perspective. *Genetic, General and Social Psychology Monographs*, 116, 475 - 494.

SINGER, M. S. (1992). Procedural justice in managerial selection: Identification of fairness determinants and consequences of fairness perceptions. *Social Justice Research*, 5, 47 - 69.

SINGER, M. (1993). The application of organizational justice theories to selection fairness research. *New Zealand Journal of Psychology*, 22, 32 - 45.

SINGER, M. S. & SINGER, A. E. (1990). Situational constraints on transformational versus transactional leadership behavior, subordinate leadership preference and satisfaction. *Journal of Social Psychology*, 130, 385 - 396.

SINGER, M. S., STACEY, B. G. & LANGE, C. (1993). The relative utility of expectancy - value theory and social cognitive theory in predicting psychology student course goals and career aspirations. *Journal of Social Behavior and Personality*, 8, 703 - 714.

SIRY, J. M. (1990). Level of aspiration of high and low achievers on a problem solving task. *Psychological Record*, 40, 197 - 206.

-
- SMITH, P. C., KENDALL, L. M. & HULIN, C. L. (1969). *The Measurement of Satisfaction in Work and Retirement: A Strategy for the Study of Attitudes*. Chicago: Rand McNally.
- SPECTOR, P. E. (1987). Method variance as an artifact in self-report affect and perceptions at work: Myth or significant problem. *Journal of Applied Psychology*, **72**, 438 - 443.
- SPECTOR, P. (1994). Using self-report questionnaires in OB research: a comment on the use of a controversial method. *Journal of Organizational Behavior*, **15**, 385 - 392.
- STAW, B. M. & ROSS, J. (1978). Commitment to a policy decision: A multi theoretical perspective. *Administrative Science Quarterly*, **23**, 40 - 64.
- STEERS, R. (1977). Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly*, **22**, 46 - 56.
- STRATTON, K. (1988). Performance appraisal and the need for an organizational grievance procedure: A review of the literature and recommendations for future research. *Employee Responsibilities and Rights Journal*, **1**, 167 - 179.
- SWEENEY, P. D. (1990). Distributive justice and pay satisfaction: A field test on an equity theory prediction. *Journal of Business and Psychology*, **4**, 329 - 341.

-
- SWEENEY, P. D. & MCFARLIN, D. B. (1993). Worker's evaluations of the "ends" and the "means": An examination of four models of distributive and procedural justice. *Organizational Behavior and Human Decision Processes*, 55, 23 - 40.
- TANSKEY, J. W. (1993). Justice and organizational citizenship behavior: what is the relationship. *Employee Responsibilities and Rights Journal*, 6, 195 - 207.
- TAYLOR, K. M. & POPMA, J. (1990). An examination of the relationships among career decision-making self-efficacy, career salience, locus of control and vocational indecision. *Journal of Vocational Behavior*, 37, 17 - 31.
- Ten-One. From helmets to hats. *Ten-One No 67*, 20 May 1994. New Zealand Police: Wellington.
- THIBAUT, J. & WALKER, L. (1975). *Procedural Justice: A Psychological Analysis*. Hillsdale NJ: Erlbaum.
- TEAHAN, J. E., ADAMS, K. M. & PODANY, E. C. (1980). A comparison of the value structure of British and U.S. police. *International Journal of Social Psychiatry*, 26, 246 - 254.
- TYLER, T. R. (1990). *Why People Obey the Law*. New Haven CT: Yale University Press.
- TYLER, T. R. (1991). Using procedures to justify outcomes: Testing the viability of a procedural justice strategy for managing

conflict and allocating resources in work organizations. *Basic and Applied Social Psychology*, 12, 259 - 279.

URSPRUNG, A. W. (1986). Incidence and correlates of burnout in residential service settings. *Rehabilitation Counseling Bulletin*, 29, 225 - 239.

WAGNER, J. A. & GOODING, R. Z. (1987a). Shared influence and organizational behaviors: A meta-analysis of situation variables expected to moderate participation - outcome relationships. *Academy of Management Journal*, 30, 524 - 541.

WAGNER J. A. & GOODING, R. (1987b). Effects of societal trends in participation research. *Administrative Science Quarterly*, 32, 241 - 262.

WALSTER, E., BERSCHIED, E. & WALSTER, G. W. (1976). New directions in equity research. In L. Berkowitz and E. Walster, (Eds.). *Equity Theory: Toward a General Theory of Social Interaction. Advances in Experimental Social Psychology*, (Vol 9). New York: Academic Press.

WARR, P., COOK, J. & WALL, T. (1979). Scales for the measurement of some work attitude and aspects of psychological well being. *Journal of Occupational Psychology*, 52, 129 - 148

WARR, P. B. & ROUTLEDGE, J. (1969). An opinion scale for the study of managers job satisfaction. *Occupational Psychology*, 43, 95 - 109.

WILLIAMS, L. J. & HAZER, J. T. (1986). Antecedents and consequences of satisfaction and commitment in turnover models: A reanalysis using latent variable structural equation methods. *Journal of Applied Psychology*, **71**, 219 - 231.

WOOD, R. E. & BANDURA, A. (1989a). Impact of conceptions of ability on self-regulatory mechanisms and complex decision making. *Journal of Personality and Social Psychology*, **56**, 407 - 415.

WOOD, R. E. & BANDURA, A. (1989b). Social cognitive theory of organizational management. *Academy of Management Review*, **14**, 361 - 384.

WOOD, R. E., BANDURA, A. & BAILEY, T. (1990). Mechanisms governing organizational performance in complex decision-making environments. *Organizational Behavior and Human Decision Processes*, **46**, 181 - 201.

ZEDECK, S., MIDDLESTADT, S. & HAYES, E. (1981). Police work values: A comparison of police science students and current officers. *Journal of Occupational Psychology*, **54**, 187 - 194.